Unit 1: Kitchen Basics - Updated 2024

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **12 Class periods**
Status: **Published**

Brief Summary of Unit

SUMMARY Kitchen Safety:

Students will revisit and recall the six most common safety hazards in the kitchen. They will illustrate and demonstrate their understanding of proper safety and sanitation procedures. Ingredient Measurements: Students will become more aware of proper measuring utensils and techniques for liquid and solid ingredients. Basic kitchen math will be practiced to assist with accurate measurements. Recipe Reading and Organization**:** Learning to read and follow instructions is an important life skill. Students will be reminded that in order to insure a successful product, reading and following recipe directions are critical to success.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

The identified standards foster interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to content and context of discussion.

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.

Essential Questions

- How are different ingredients measured?
- How do reading and following instructions affect the final outcome?
- How many parts of a recipe are there?
- What are the steps necessary to organize the ingredients and measuring utensils to begin a recipe?
- What is the connection between math concepts and ingredient measurement?
- What preparation is necessary when responding to accidents in the kitchen?
- What safety procedures should be practiced to prevent an accident from occurring?
- Which part of a recipe is most important?

Enduring Understandings

- correctly preparing the ingredients in a recipe and following recipe instructions step by step will insure an organized process and a successful outcome.
- familiarity with the terms present within a recipe will enhance accurate ingredient preparation

and facilitate the implementation of recipe instructions.

- • having a plan to address a kitchen accident insures quick and effective medical attention.
- • kitchen accidents are preventable.
- • measuring ingredients accurately will insure the successful completion of a recipe.
- • reading a recipe prior to beginning the cooking or baking process will help insure a successful outcome.
- • the internet provides but one of many sources of help and support when cooking or baking in the kitchen.
- • utilizing the correct measuring utensil for each ingredient is critical to recipe success.

Students Will Know

- • five pieces of information every recipe includes and how to utilize each of them (Recipe name, name and exact amount of each ingredient, directions for assembly, oven setting and amount of servings).
- • food contamination terms: bacteria, salmonella, listeria, staph, botulism, E-Coli., food poisoning, cross contamination.
- • liquid measurement equivalents (½ pint = 1 cup = 8 ounces).
- • six organizational habits for working in the kitchen (read recipe carefully, dovetail tasks, clear counter and range before cooking, lay out all ingredients and utensils, clean as you work)
- • sources to identify unfamiliar terms and tasks.
- • strategies for addressing an accident should one occur.
- • strategies for avoiding each common accident.
- • techniques for measuring both wet and dry ingredients.
- • the six common accidents that occur in the kitchen (falls. fire, burns. poisoning, cuts and electric shock).
- • utensils used for both wet and dry measurements.
- • how to efficiently work together as a group to complete different tasks for a common goal.

Students Will Be Skilled At

- • addressing kitchen accidents if they occur.
- • avoiding kitchen accidents.
- • calculating ingredient amounts and equivalents.
- • finding definitions of or demonstrations for unfamiliar terms and tasks.
- • measuring both wet and dry ingredients.
- • organizing a cooking or baking task.
- • reading and following a recipe.
- • utilizing a variety of measuring utensils.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Students will be required to exhibit safe behaviors throughout the cycle.
- Students will complete a foods lab incorporating all safety, measurement, and kitchen organization principles.
- Students will demonstrate knowledge of kitchen safety, ingredient measurement, recipe reading and organization via class discussions, class activities and written assignments.
- Students will demonstrate mastery of knowledge via successful completion of written test and /or quizzes

Learning Plan

- Facilitate discussion among students regarding how to avoid and address the six most common kitchen accidents.
- Facilitate initial foods lab to gauge student understanding.
- Facilitate student understanding of how to read a recipe effectively and organize a cooking or baking task by providing demonstrations, worksheets, leading class discussions and promoting hands-on activities.
- Lead discussion with students regarding answers to the essential questions to ascertain their ideas about and experiences with kitchen safety, ingredient measurement, recipe reading and organization.
- Pre-assess students to determine existing knowledge of kitchen safety, ingredient measurement, recipe reading and organization prior to beginning the unit.
- Provide worksheets, videos, class discussion, demonstrations and activities, to promote student understanding of how to measure both wet and dry ingredients as well as the utensils commonly used for measuring each type of ingredient.
- Utilize web-based Powerpoint to reinforce safety concerns and procedures: https://familyandconsumerscience.files.wordpress.com/2009/09/kitchen-safety.ppt

Materials

In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

- Ingredients and measuring utensils
- Recipes

- Web-based Powerpoint for reinforcement of safety concerns and procedures: https://familyandconsumerscience.files.wordpress.com/2009/09/kitchen-safety.ppt
- Worksheets and videos to illustrate procedures and practices associated with kitchen safety, ingredient measurement, recipe reading and organization

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing