Unit 10: Cookies

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit students will prepare six types of cookies as they explore how to make cookies more nutritious by lowering fat and calories and increasing vitamins. 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.

Reviewed Summer 2026

Standards

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 a variety of foods.

Standards for Mathematical Practice (2023)

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

MATH.K-12.5 Use appropriate tools strategically

Practices of English Language Arts (2023)

ELA.K-12.1 Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.

ELA.K-12.2 Adapting Communication: Adapting communication in response to the varying demands of

audience, task, purpose, and discipline.

Comprehensive Health and Physical Education Practices (2020)

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

Career Readiness, Life Literacies and Key Skills

9.3.IE.9-12.1 Develop and execute discipline-specific research processes appropriate to the complex prompt, question, task, or self-driven inquiry

9.4.KC.9-12.1 Work effectively in teams by adapting to roles, valuing diverse perspectives, and using strategies and tools to achieve shared goals.

ELD standards:

Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the

school setting.

Essential Questions

- • Can dessert be nutritious?
- • What is the interaction of the ingredients in cookies?
- How might cookie preparation vary based on cookie type?

Essential Understandings

Students will understand that:

- • cookies are high in calories because they contain large amounts of sugar and fat.
- • cookies can add variety to meals and provide extra energy for people who are active.
- • desserts should never replace breads, cereals, fruits, vegetables, dairy products, and protein foods in your diet.

Students Will Know

- • how cookies can fit into a healthful eating plan.
- • key terms: conventional mixing method, cream, spritz.
- how cookies fit into a balanced meal plan and which ingredients in the cookie recipes provide empty calories
- how to enhance their math knowledge in order to calculate the number of discretionary calories in various cookie recipes
- how to make bar cookies at home (brownies, blondies, 7-layer bars)
- how to make cookie platters visually appealing
- how to make drop cookies at home (chocolate chip, oatmeal raisin)
- how to make molded cookies at home (chocolate crinkle cookies, peanut butter cookies)
- how to make rolled cookies at home (sugar, pinwheel)

Students Will Be Skilled At

- identifying bar cookie recipes appropriate for their skill level, needs and time restraints
- preparing and baking different types of cookies (bar, molded, drop, and rolled cookies)
- using a mix master safely and effectively
- utilizing the tips and techniques to bake cookies and have a successful final product

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:

- actively and meaningfully participate in performance tasks
- be evaluated by the teacher through observation of performance.
- choose a recipe for cookies and revise it using less fat (e.g. half the fat + equal amount of applesauce/ banana/ baby food fruits or 2 egg whites instead of 1 whole egg) or less sugar (use apple juice for some of the recipe liquid). Try the new recipe and share the results with the class
- complete a self evaluation rubric of performance.
- complete the unit test: cookies.
- engage in the following scenario: Everyone has to make a nutritious dessert for a party. What will you make, and why is it nutritious?
- make a cookie recipe file. Group the recipes according to the six types of cookies.
- meaningfully participate in guided question and answer sessions, group and individual discussions
- participate in related labs.
- show an understanding of the purpose of the unit lesson(s), and the key terms and concepts.

- use a variety of resources to find and collect cookie recipes of each of the six types of cookies.

Learning Plan

- Administer and support students in completing worksheet “Counting Discretionary Calories”
- Administer cookie pretest.
- Administer test: cookies.
- Facilitate Cookie Lab #1- drop cookies: chocolate chip and oatmeal raisin.
- Facilitate Cookie Lab #2- bar cookies.
- Facilitate Cookie Lab #3- rolled cookies: sugar.
- Facilitate Cookie Lab #4- Molded cookies: Snickerdoodles and peanut butter.
- Facilitate Cookie recipe make-over: Have students choose a recipe for cookies and revise it using less fat (e.g. half the fat + equal amount of applesauce/banana/ baby food fruits or 2 egg whites instead of 1 whole egg) or less sugar (use apple juice for some of the recipe liquid). Try the new recipe and share the results with the class.
- Present students with the idea / opportunity for a Community Service Learning Project. Suggestion: Collect half of cookies prepared by students and arrange on platters. Donate cookies to a needy cause/ organization as part of service learning experience.
- Preview the essential questions and connect to learning throughout the unit.
- Provide interactive lecture: nutritional value of cookies, six cookie types, main ingredients and functions of cookies, conventional mixing method, baking recommendations, test for doneness, how to store crisp/ soft cookies.
- Show students the following video: Alton Brown “Three Chips for Marsha.”

Materials

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

- • Interactive use of SmartBoard
- • Software programs
- • Topic related videos or DVDs
- • Virtual Field Trips
- • Web sites
- Necessary kitchen equipment
- Necessary recipes and ingredients

Suggested Strategies for Modifications

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