

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.

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 of variety of foods.

Area of Study 9.0 Food Science, Dietetics, and Nutrition dietary plans.

9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.

9.3.2 Analyze nutritional data.

9.3.4 Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.

9.3.5 Analyze recipe/formula proportions and modifications for food production.

9.3.6 Critique the selection of foods to promote a healthy lifestyle.

9.3.7 Plan menus, applying the exchange system to meet various nutrient needs.

9.4.4 Construct a modified diet based on nutritional needs and health conditions.

Area of Study 14.0 Nutrition and Wellness

14.2.1 Evaluate the effect of nutrition on health, wellness and performance.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.

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.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

FCSE.9-12.9.5.3	Prepare food for presentation and assessment.
FCSE.9-12.9.3.6	Critique the selection of foods to promote a healthy lifestyle.
FCSE.9-12.8.4.2	Apply menu-planning principles to develop and modify menus.
FCSE.9-12.4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: <https://docs.google.com/document/d/1wdmsiG0dCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

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

This link includes content specific accommodations and modifications for all populations: <https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr11POB7FJEC->

[jx4KnDjZzegIUKeMg/edit?usp=sharing](https://www.google.com/maps/@41.881832,87.630829,15z)