

# Unit 07: Vegetables

Content Area: **Family and Consumer Sciences**

Course(s):

Time Period: **Marking Period 1**

Length: **1 Week**

Status: **Published**

## Brief Summary of Unit

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In this unit students will understand that vegetables provide nutrients, as well as flavor, color, and appeal to meals and snacks. They will learn to buy, store, and prepare vegetables properly. 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

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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.

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/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

## Essential Questions

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- • How can eating a variety of vegetables contribute to good health?
- • How can vegetables be prepared in safe, nutritious and appealing ways?

## Students Will Know

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- • different types of vegetables.
- • how to clean and prepare vegetables in various ways in order to preserve their color, flavor, texture, and nutrients.
- • key terms: chlorophyll, flavonoid, carotene, enzyme, produce, in season, tender-crisp, bulb, tuber.
- • where vegetables come from, how they get their color, and how they react to heat, water, and air.
- • why vegetables are good for you.

## Students Will Be Skilled At

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- how to prepare different vegetables
- how to store different vegetables
- identifying the category in which different vegetables belong
- preparing side dishes, appetizers, and entrees with various vegetables
- safely using a knife to make various knife cuts (dice, cube, mince, chop, slice, and julienne)

## Evidence/Performance Tasks

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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 such as: o list the three flavor categories of vegetables and give cooking guidelines for each. o participate in related labs.
- be evaluated by the teacher through observation of performance.

- complete a self evaluation rubric of performance.
- complete the unit test: fruits and vegetables.
- meaningfully complete research and/or writing tasks such as: o using a variety of resources, find and list the eight parts of plants used as vegetable classifications. Give an example of a vegetable from each group.
- meaningfully participate in guided question and answer sessions, group and individual discussions
- show an understanding of the purpose of the unit lesson(s), and the key terms and concepts.

## Learning Plan

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- • Facilitate Activity: cutting skills demonstration/ practice- to teach how to use a French knife and then the proper way to slice, dice, chop, cube, julienne, and mince. (Cut up vegetables will be used in two vegetable labs). Teacher demonstration followed by student practice.
- • Facilitate Vegetable Lab #1- Salad Bar: Students will plan a tossed salad choosing from: a variety of basic greens, salad sparklers (vegetables), toppers (bacon bits, croutons, nuts, onions, hard boiled eggs, etc.) and homemade dressing.
- • Facilitate Vegetable Lab #2- In order for students to practice cutting vegetables and to practice vegetable cooking principles students will learn how to cook a quick and nutritious meal. In each kitchen students will all prepare a vegetable stir fry using a wide variety of vegetables. Students are encouraged to try as many new vegetables as possible.
- • Preview the essential questions and connect to learning throughout the unit.
- • Review Activity: Fruit and Vegetable jeopardy on smart board.
- • Test: fruits and vegetables.
- • To initiate interest in preparing vegetables, have students brainstorm to identify examples of how vegetables can be part of any meal (e.g. beverage, salad, soup, main dish, side dish, bread, garnish, and dessert.).
- • Using the vegetable study guide, discuss with the students the following topics: classification of vegetables, nutrition, selection, storage, forms, and vegetable cooking principles.

## Materials

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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

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**

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This link includes content specific accommodations and modifications for all populations: <https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing>