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

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.

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

- 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

- 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

- 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

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

- 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

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

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