Unit 06: Seasonings and Flavorings

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

Brief Summary of Unit

This unit will introduce the student to herbs and spices used as seasonings and flavorings. 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.

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

- What are the differences between herbs and spices?
- Why are herbs and spices important in food preparation?
- What are the medicinal purposes of some herbs and spices?
- What are the three sensory properties of food?

Essential Understandings

Students will understand that:

- sensory factors can affect a customer's enjoyment of food.
- certain herbs and spices compliment specific foods in a favorable way.
- there is an important difference in the amount of fresh herbs compared to dry herbs and spices used in recipes.
- seasonings and flavorings strengthen a food's natural flavors.

Students Will Know

- key terms: seasoning, flavor enhancer, flavoring, extract, spice, zest, pith, blend, herb, sachet, sensory perception, relish, salsa, marinade.
- the difference between fresh and dried herbs and spices.
- the uses and storage for different herbs and spices.
- the three sensory properties of food.
- the medicinal uses for different herbs and spices.

Students Will Be Skilled At

- recognizing the herbs and spices that should be used in specific dishes.

- cooking with herbs and spices
- knowing when to add fresh vs. dried and
- determining the quantity of herbs to use depending on the need for fresh vs dried ingredients.

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:

- address the essential questions and guiding questions of this unit of study.
- participate in guided question and answer sessions, group and individual discussions, and demonstrate an understanding of the purpose of the unit lesson(s).
- explain the key terms and concepts.
- participate in performance tasks such as related labs
- engage in research of herb and spice using McCormick's Enspicelopedia and other sources.
- complete a reflection when eating a meal to focus on the sensory properties of the meal; the color, appearance, flavor and texture, describing the meal and each of the sensory properties.
- engage in independent tasks such as (but not limited to):
- watching a cooking show / chef cooking on television, recording how herbs and spices are used during food preparation and recording the type of herb and spice used and when the herbs and spices were added to different food presentations.
- completing the unit test: Seasonings and flavorings.
- be evaluated by the teacher through observation of performance.
- complete a self-evaluation rubric of performance.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Lead demonstration: Explain the culinary history of the different types of onions and garlic including shallots, scallions, leeks, chives, garlic and elephant garlic. Demonstrate the cutting techniques for these foods. Have students practice their knife skills.
- Have students brainstorm various seasonings and flavorings identify potential uses for each, what their function is and what foods it might enhance.
- Facilitate Activity: "Herb Association." Working with one seasoning sample at a time, hace students take a small portion of the herb or spice and crush it to release the aromatic oils. Encourage students to sniff and taste each sample and consider/record what foods they might enhance.
- Facilitate Lab #1: Herbs and Spices (example labs: dilled biscuits, Indian spice Chex mix, lemon poppy seed muffins, guacamole, ratatouille).

- Facilitate Lab # 2. In lab groups, have students add one herb / spice at a time to a clear broth and taste it. Continue to add herbs / spices until the lab group likes the flavor, recording results.
- Facilitate Lab # 3: Complimentary condiments lab. Have student's select six condiments and find a recipe for each one. In lab groups, have students prepare two of the selected recipes. Have the class sample all of the recipes. Discuss the dominant flavor in each along with possible uses and variations.
- Facilitate Lab # 4: "Linking Taste and Smell."
- Administer Assessmenet: Seasonings and Flavorings

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
- Necessary kitchen equipment
- Necessary recipes and ingredients
- Worksheet: "Using Spices and Herbs." / Worksheet: Identifying Herbs and Spices / Review worksheet: Herbs and Spices (16-2)
- Activity: "Linking Taste and Smell."
- McCormick's Enspicelopedia
- Unit test: Seasonings and flavorings
- Powerpoint: herbs and spices
- Chart in Culinary Essentials textbook, page 374

Suggested Strategies for Modifications

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