

# Unit 1: Kitchen Basics

Content Area: **Family and Consumer Science**  
Course(s): **Advanced Foods**  
Time Period: **Week**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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Students will be able to understand how their skills previously learned in FACS I , FACS II and Single Survival classes will add to their success in the kitchen.

## Transfer

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Students will be able to independently use their learning to:

- Demonstrate knowledge of basic kitchen techniques and safety practices.
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## Meaning

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## Understandings

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Students will understand:

- How to identify and use measuring tools accurately.
- The accurate way to measure liquid and dry ingredients.
- Measuring abbreviations and equivalents.
- Altering recipes based on the number of people being served.
- How to identify and use kitchen tools accurately.
- Recipe terms.
- How to navigate a recipe.
- The application of food lab rules and procedures in cooking lab situations.

## **Essential Questions**

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Students will keep considering:

- How skills and knowledge of basic kitchen techniques and safety practices previously learned in FACS I, FACS II or Single Survival classes will contribute to their success in the future.

## **Application of Knowledge and Skill**

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**Students will know...**

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Students will know:

- Various measuring tools.
- The procedure to accurately measure liquid and dry ingredients.
- Measuring abbreviations and equivalents.
- How to alter recipes based on number of people being served.
- Kitchen tools identification and function.
- Recipe terms.
- How to navigate a recipe.
- Food lab rules and procedures in cooking lab situations.

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**Students will be skilled at...**

Students will be skilled at:

- Identifying measuring tools.
- Accurately measuring liquid and dry ingredients.
- Identifying measuring abbreviations and equivalents.
- Altering recipes based on the number of people being served.
- Practicing safety and sanitation procedures in the cooking lab and at home.
- Identifying and using kitchen tools and appliances accurately.
- Identifying recipe terms.
- Navigating a recipe.
- Applying food lab rules and procedures in cooking lab situations.

## **Academic Vocabulary**

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### **Chapter 9**

whisk	porcelain finish	cassserole
stockinette	nonstick finish	
serrated blade	saucepan	
tang	pot	
French knife	double boiler	
colander	pressure saucepan	
pitting	springform pan	

### **Chapter 12**

recipe	standing time
yield	hot spot
cooking time	arcng
watt	time-work schedule
dehydration	dovetail

## Target 2

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SWBAT recognize common recipe terms, navigate a recipe, and demonstrate recipe conversion and timing.

- SWBAT recognize common recipe terms, navigate a recipe, and demonstrate recipe conversion and timing.

## Summative Assessment

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Presentations

Portfolios

Production assignments/labs

Projects

Unit test

## Formative Assessment and Performance Opportunities

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Chapter review questions

Exit tickets

Homework

Class discussion

Internet activities

Section review questions

Class participation

Self-Assessment

Teacher directed Q & A

Computer simulation activities

Workbook activities

Teacher observation

## Accommodations/Modifications

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- Provide additional online resources such as videos and tutorials to help students recall basic kitchen

skills

- color code tools for easy access to low/non-readers or ELLs

## **Unit Resources**

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*Guide to Good Food* - textbook

*Guide to Good Food* - student workbook

*Guide to Good Food* - Re-teaching activities

### **CD/DVD/VHS/TV**

Food Network's Good Eats - Alton Brown

Food Network's Unwrapped - Marc Summers

Food Network's Ace of Cakes

Super Size Me

### **Internet**

[www.google.com](http://www.google.com)

[www.choosemyplate.gov](http://www.choosemyplate.gov)

[www.myfitnesspal.com](http://www.myfitnesspal.com)

[www.cdc.gov](http://www.cdc.gov)

[www.Food.com](http://www.Food.com)

<http://topsecretrecipes.com>

<http://bettycrocker.com>

