			Healthy Consumer Grade 8 Unit #1
Course/Subject: Healthy Consumer	Grade: 8th	Character Education & Career Exploration Unit	Suggested Timeline:

Grade Level Summary	<p>Family and Consumer Sciences (FCS) is an academic discipline that combines aspects of social and natural science. FCS deals with the relationship between individuals, families, communities, and the environment in which they live. The field represents many disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, and apparel design.. Family and Consumer Sciences Education is viewed as the focus of individuals and families living in society throughout the lifespan.</p> <p>This is an introductory FCS course to help students develop skills for life. This course features a hands-on approach to learning life skills in an engaging and lively manner which includes classroom instruction and laboratory experience.</p> <p>Emphasis is placed on the following four major areas of study: service learning, healthy and safe food preparation, personal finance, and careers.</p>
Grade Level Units	Unit 1: Character Education/Career Exploration Unit 2: Personal Finance Unit 3: Food Safety and Sanitation Unit 4: Food Preparation

Unit Title	Character Education/Career Exploration
Unit Summary	This Unit will cover the following SMART goal guidelines, the FCCLA planning process, the importance of setting and achieving goals as well as making informed decisions. Student will do background information on a career of their choice and create documents in preparation for applying job. This unit will also cover the five steps to the decision making process, practical reasoning approach, and when to use which method.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why do we need goals in life? 2. How do you create a S.M.A.R.T. goal? 3. What is the decision making model? 4. How does the decision making model help us to make decisions in the future? 5. What documents are necessary for applying for a job? 6. What actions/decisions am I taking/making right now that could lead to future career aspirations? 	Key Understandings: <p>Goals set the pace to achievement. By setting achievable realistic challenging goals and following the decision making model, we can become more successful in what we do and build a learning process to overcome our mistakes. The world needs a variety of workers. With advancements in technology new careers are being created and current students need not only technical skills and hard skills, but also soft skills for today's job market.</p>
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.1.6.A.	Justify the decision to use or not use resources based on scarcity
11.2.3.B.	Identify the importance of routines and schedules while differentiating between short and long term goals.
11.2.6.A.	Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.
11.2.9.A.	Solve dilemmas using a practical reasoning approach <ul style="list-style-type: none">• Identify situation• Identify reliable information• List choices and examine the consequences of each• Develop a plan of action• Draw conclusions• Reflect on decisions
11.2.9.B.	Know FCCLA action planning procedure and how to apply it to family, work and community decisions.
11.2.12.A.	Justify solutions developed by using practical reasoning skills.
11.2.3.C.	Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower.
11.2.6.D.	Identify the concepts and principles used in planning space for activities.
11.2.9.D.	Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).
11.2.9.E.	Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).

Important Standards Addressed in the Unit:

11.2.6.C.	Deduce the importance of time management skills (e.g. home, school, recreational activities).
11.2.9.H	Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.
11.2.12.B.	Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
11.1.6.B.	Deduce the importance of time management skills (e.g. home, school, recreational activities).

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none">1. Make my goals easy to obtain so I'm always successful2. My career goals will change so I should wait to decide on my career goals.3. I thrive on impulse decisions.	<ol style="list-style-type: none">1. Set realistic goals that challenge you constantly improve yourself; while still taking time to reflect and evaluate your goals over your lifespan.2. Set goals now. You can always evaluate and adapt at a later date. If you do not set goals now, you risk limiting your options later in life.3. Following the practical reasoning approach and the decision making model does not only help you determine the best choice. Following these also helps you better manage your time, money, nonrenewable resources, responsibility, and interpersonal communication skills.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Short-term vs. Long-term goals - definition and examples. • 5 steps to the decision making process • Minor and Major decisions - definition and examples. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a goal following the S.M.A.R.T. goal model. • Make a decision following the five steps in the decision making process. 	<ul style="list-style-type: none"> • Collaboration - Individuals must work together with their group members to create one solution during a decision activity. • Critical thinking and Creativity- decision making model and possible problems/solutions to goals • Communication - While using the practical reasoning approach activity and peer evaluating application documents

Academic Vocabulary:

<ul style="list-style-type: none"> • Goal • Measurable • Qualitative • Quantitative 	<ul style="list-style-type: none"> • Achievable • Realistic • Long-term • Short-term 	<ul style="list-style-type: none"> • Alternative • Consequences • Impulse Decision
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Assessments:

<ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> ○ Students will complete a goal reflection ○ Group decision making activity ○ Document for applying for a job before peer editing • Summative: <ul style="list-style-type: none"> ○ Goal Contract ○ Creating documents for applying for a job

Differentiation:

<ul style="list-style-type: none"> • Reteaching Activities: Goal contract examples to highlight difference in qualitative and quantitative or any necessary vocabulary/concept. Using the evaluation step in the decision making process and the reflection step in the FCCLA planning process. • Extension: Use the decision making process for small group or societal goal. Use decision making model and/or practical reasoning approach for a FCCLA project.

Interdisciplinary Connections:

<ul style="list-style-type: none"> • Health: Decisions in regards to healthy life choices. • Science: Lab reports using quantitative or qualitative data.

Additional Resources:

<ul style="list-style-type: none"> • UEN.org • FCCLAinc.org

Created By:

Brittany Rebuck



Healthy Consumer Grade 8

Unit #2

Course/Subject:
Healthy Consumer

Grade: 8th

Suggested Timeline:

Grade Level Summary

Family and Consumer Sciences (FCS) is an academic discipline that combines aspects of social and natural science. FCS deals with the relationship between individuals, families, communities, and the environment in which they live. The field represents many disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, and apparel design.. Family and Consumer Sciences Education is viewed as the focus of individuals and families living in society throughout the lifespan.

This is an introductory FCS course to help students develop skills for life. This course features a hands-on approach to learning life skills in an engaging and lively manner which includes classroom instruction and laboratory experience.

Emphasis is placed on the following four major areas of study: service learning, healthy and safe food preparation, personal finance, and careers.

Grade Level Units

Unit 1: Character Education/Career Exploration

Unit 2: Personal Finance

Unit 3: Food Safety and Sanitation

Unit 4: Food Preparation

Unit Title

Personal Finance

Unit Summary

This unit will cover wants vs. needs, how to create a budget, how to write a check, balance a checkbook, use online banking and shopping safely, how to avoid identity theft, what to do if you identity is stolen, and credit card basics.

Unit Essential Questions:

1. What is a financial budget?
2. How does one create a budget?
3. Why does one need a budget?
4. How does one write a check and balance a checkbook?
5. How does online banking work?
6. What can you do to stay financially safe?
7. How does one prevent identity theft?
8. What do you do if/when your identity is stolen?

Key Understandings:

Students will be able to:

1. Identify money denominations, services and material resources available as trade-offs within the home, school and community.
2. Define the components of a spending plan (e.g., income, expenses, savings).
3. Explain the need for shelter for the purpose of safety, warmth and comfort.
4. Explain consumer rights and responsibilities.
 - To be safe
 - To be informed
 - To be heard
 - To choose
 - To redress
5. Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.

	6. Describe the adaptability to meet basic human needs of the different types of housing available (e.g., single home, apartment, mobile home, shelter, recreational vehicle, public housing). 7. Analyze traditional banking methods and online options.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.1.3.B.	Define the components of a spending plan (e.g., income, expenses, savings).
11.1.3.C.	Explain the need for shelter for the purpose of safety, warmth and comfort.
11.1.3.D.	Explain consumer rights and responsibilities. <ul style="list-style-type: none"> · To be safe · To be informed · To be heard · To choose · To redress
11.1.6.B.	Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.
11.1.6.C.	Describe the adaptability to meet basic human needs of the different types of housing available (e.g., single home, apartment, mobile home, shelter, recreational vehicle, public housing).
11.1.9.B.	Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).

Important Standards Addressed in the Unit:

11.1.9.C.	Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).
11.1.9.D.	Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).
11.1.3.E.	Explain the relationship between work and income.
11.1.3.F.	Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home technology, health care, transportation, services).
11.1.6.E.	Explain the principles of child labor laws and the opportunity cost of working by evaluating the advantages and disadvantages of holding a job while a teenager.
11.1.6.F.	Explain practices to maintain and/or repair consumer goods and services.
11.1.9.E.	Compare the influences of income and fringe benefits to make decisions about work.
11.1.9.F.	Evaluate different strategies to obtain consumer goods and services.

Misconceptions:	Proper Conceptions:
1. To avoid going into credit card debt, I will never get a credit card. 2. I do not need to setup a budget because I will always just spend less than what I make.	1. A good credit score is necessary for a mortgage, taking out a car loan, etc. Just by having a credit card and never using it or paying your credit bill on time every month you are raising your credit score. The key is to stay within your monthly budget.

3. My current financial habits are not going to affect me when I am older.	2. A budget helps you plan for the unexpected events/expenses in life. It will help you to emotionally feel secure. 3. Financial habits are formed early in life. It is a lot easier to create healthy habits while you are young vs. trying to break bad habits when you are older.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> That a budget is an estimate of income and expenditure for a set period of time. Examples of things that lower and raise your credit score. What identity theft is and how to prevent it. 	<ul style="list-style-type: none"> How to properly fill out a check How to deposit a check electronically How to analyze a credit card application and determine if it a financially responsible decision. 	<ul style="list-style-type: none"> Communication - How to communicate with the three major credit bureaus in the event that your identity has been stolen. How to properly dispute a charge on your credit card statement. Critical thinking - determining wants vs. needs

Academic Vocabulary:

<ul style="list-style-type: none"> Budget Fixed Expenses Flexible Expenses Utilities Bank 	<ul style="list-style-type: none"> Credit Union Loan Mortgage Bills Receipts 	<ul style="list-style-type: none"> Credit Identity Theft Social Security Card Taxes Consumer Rights
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Assessments:

<ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> Students will fill out checks, a checkbook, and simulated online banking forms. Students will compare and contrast credit card application forms. Summative: <ul style="list-style-type: none"> Students will create a monthly budget.
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Differentiation:

<ul style="list-style-type: none"> Modified Activities: Students can be provide a graphic organizer for institutes, credit scores, etc. to help organize ideas. Students can be provided sequencing (with included visuals) for tasks such as analyzing credit card applications, filling out a check, etc. Extension: After students grasp the concept of converting percentages to decimals; they can practice the relationship of converting percentages to fractions. Students can also be provided the opportunity to practice simplifying the fractions by finding the Greatest Common Factor (GCF). Students can research the newest regulations in regards to credit cards, credit bureaus, financial institutions, etc. and argue whether these new regulations are a benefit to the consumer or the other entities involved.
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Interdisciplinary Connections:


<ul style="list-style-type: none"> Math: Relationship between percentages and decimals. Health: Healthy decisions in regards to nutrition and housing.
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Additional Resources:

<ul style="list-style-type: none"> Everfi.com Take Charge Jumpstart
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- FCCLA

Created By:
Brittany Rebuck

			Healthy Consumer Grade 8 Unit #3
Course/Subject: Healthy Consumer	Grade: 8th		Suggested Timeline:

Grade Level Summary	<p>Course Description:</p> <p>Family and Consumer Sciences (FCS) is an academic discipline that combines aspects of social and natural science. FCS deals with the relationship between individuals, families, communities, and the environment in which they live. The field represents many disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, and apparel design.. Family and Consumer Sciences Education is viewed as the focus of individuals and families living in society throughout the lifespan.</p> <p>This is an introductory FCS course to help students develop skills for life. This course features a hands-on approach to learning life skills in an engaging and lively manner which includes classroom instruction and laboratory experience.</p> <p>Emphasis is placed on the following four major areas of study: service learning, healthy and safe food preparation, personal finance, and careers.</p>
Grade Level Units	<p>Unit 1: Character Education/Career Exploration</p> <p>Unit 2: Personal Finance</p> <p>Unit 3: Food Safety and Sanitation</p> <p>Unit 4: Food Preparation</p>

Unit Title	Food Safety and Sanitation
Unit Summary	<p>This unit will cover the following: meal planning; shopping for groceries on a budget; storing, handling, and cooking food properly to prevent food poisoning; food borne illnesses and food poisoning; safe practices for using, cleaning, and storing knives.</p>

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What should we consider when planning meals and how much food we need? 2. How can one save time and money in the grocery store? 3. How can one prevent food poisoning through cross-contamination and sanitation? 4. What are the main types of food poisoning and food related illnesses? 5. How can one prevent kitchen accidents and hazards? 6. How can food poisoning and foodborne illness be prevented through cooking and storing food properly? 7. How does one properly use, store, and clean knives and other various cutting equipment? 	<p>Key Understandings:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Create a grocery list. 2. Plan a trip to the grocery store while taking into consideration temperature danger zones, holding times for food, the stores layout, and impulse purchases. 3. Prepare food while demonstrating the same hygiene standards outlined by the National Restaurant Association (ServSafe) and required in a professional kitchen. 4. Explain the symptoms of common food poisoning/food borne illnesses. 5. Identify kitchen hazards and how to prevent/correct them. 6. Demonstrate proper food storage. 7. Demonstrate safe knife/cutting equipment handling, cleaning, and storing practices.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.3.3.A.	Know the production steps that a food travels from the farm to the consumer.
11.3.3.B.	Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage).
11.3.9.F.	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
11.3.3.E.	Define energy-yielding nutrients and calories.
11.3.6.A.	Demonstrate knowledge of techniques used to evaluate food in various forms (e.g., canned, frozen, dried, irradiated)
11.3.6.B.	Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).
11.3.6.C.	Analyze factors that affect food choices.
11.3.6.D.	Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.
11.3.6.E.	Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.
11.3.9.A.	Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).
11.3.9.B.	Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.3.12.D.	Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
11.3.12.E.	Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
11.3.12.B.	Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).
11.3.3.D.	Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> One does not need to have a plan when heading to the grocery store or shopping online. It doesn't matter what temperature you store food at as long as you cook it to the proper temperature. Color can be used as the sole indicator when checking to see if an animal product is "done". Holding chef's knives only on the handle. Washes knives in full sink and/or dishwasher. Foodborne illnesses and/or food poisoning only have temporary side effects. 	<ol style="list-style-type: none"> When one plans their grocery trip or online shopping they can make well informed decisions that help them to stay within their budget, follow the food guide pyramid including the serving size and nutrient function within the body, and make selections based on preservation techniques. All 4 C's (Clean, Cook, Chill, and Combat Cross-Contamination) must be followed in order to safeguard against the risk of foodborne illness and food poisoning. Animal products must be checked with a proper thermometer (that has been calibrated) to insure it is no longer with in the danger zone.

	<ol style="list-style-type: none"> 4. Proper technique (pinching the blade and holding the handle) for a chef's knife gives the user more control and reduces the risk of injury. 5. Proper technique (washing one side at a time along the side of the sink) for knives reduces the risk of injury and prevents damaging the cutlery 6. Foodborne illness and/or food poisoning can lead to chronic arthritis, Guillain-Barré syndrome (GBS), irritable bowel syndrome (IBS), hemolytic uremic syndrome (HUS), seizures, paralysis and impaired ability to see, hear, swallow or speak, serious neurological dysfunctions, or even death
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Common grocery store layouts ● Importance in organizing grocery list ● The 4C's of food safety ● Common kitchen hazards ● Prevention and proper techniques for retardation of kitchen fires 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write a grocery list. ● Create food demonstrating proper food handling practices ● Demonstrate safe knife/cutting equipment handling, cleaning, and storing practices. 	<ul style="list-style-type: none"> ● Communication - Students will work in kitchen groups to prepare various food dishes and create grocery lists. ● Collaboration - Students will work together in kitchen groups to create a food dish. ● Critical thinking - Students will have to think of preventative measures for kitchen hazards. ● Creativity - Students will have to create solutions in a timely manner in regards to food production. Students will create their own cookie recipes.

Academic Vocabulary:

<ul style="list-style-type: none"> ● Food Groups ● Vitamins ● Minerals ● Impulse Buying 	<ul style="list-style-type: none"> ● Ingredients ● Serving Size ● Salmonella ● E-coli ● Botulism ● Cross Contamination 	<ul style="list-style-type: none"> ● Internal Temperature ● Sanitation ● Food Handling
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Assessments:

<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ Students will create grocery lists for practice meals ○ Students will evaluate examples of kitchen safety hazards. ○ Students will demonstrate procedures for handling, cleaning, and storing knives with a renewable resource. ● Summative: <ul style="list-style-type: none"> ○ Students will use proper procedures for handling, cleaning, and storing knives in preparing the produce for a food dish. ○ Students will follow safety rules of a professional kitchen. ○ Students will create a grocery list to prepare a dish during class instruction time.

Differentiation:

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- Modified Activities: Practice knife skills in small group instruction.
 - Extension: Practice more challenge knife skills such as decoration or using more challenging produce. Connection of food sanitation/preparation to chemistry, mathematics, and biology based on student interest.
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Interdisciplinary Connections:

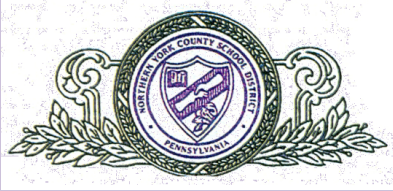
- Math: Fractions, Greatest Common Factors, Denominator, and Numerator in reference to modifying recipes.
 - Science: Physical vs. Chemical changes during food preparation.
 - Health: Fire Safety
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Additional Resources:

- ServSafe.org
 - Restaurant.org
 - FDA.org
 - Fightbac.org
 - FCCLA
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Created By:

Brittany Rebuck



Healthy Consumer
Grade 8
Unit #4

Course/Subject:
Healthy Consumer

Grade: 8th

Suggested Timeline:

Grade Level Summary

Family and Consumer Sciences (FCS) is an academic discipline that combines aspects of social and natural science. FCS deals with the relationship between individuals, families, communities, and the environment in which they live. The field represents many disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, and apparel design.. Family and Consumer Sciences Education is viewed as the focus of individuals and families living in society throughout the lifespan.

This is an introductory FCS course to help students develop skills for life. This course features a hands-on approach to learning life skills in an engaging and lively manner which includes classroom instruction and laboratory experience.

Emphasis is placed on the following four major areas of study: service learning, healthy and safe food preparation, personal finance, and careers.

Grade Level Units

Unit 1: Character Education/Career Exploration
Unit 2: Personal Finance
Unit 3: Food Safety and Sanitation
Unit 4: Food Preparation

Unit Title

Food Preparation

Unit Summary

This unit will cover the following: understand the terminology of a recipe, proper measuring techniques, how to modify a recipe based on chemical and physical changes, adapt a receipt to yield required number of servings.

Unit Essential Questions:

1. What are the common recipe abbreviations and terms?
2. What is the difference between a wet ingredient and a dry ingredient?
3. How does one properly measure wet and dry ingredients?
4. What are some common tools used in food preparation?
5. What are the terms used in a recipe for cutting foods?
6. How do you modify a recipe for both dietary needs and scaling?

Key Understandings:

1. Recall common recipe abbreviation and terms.
2. Compare and Contrast wet and dry ingredients.
3. Demonstrate how to properly measure both wet and dry ingredients while using the correct equipment.
4. Identify common tools used in food preparation.
5. Explain different cutting terminology.
6. Adapt recipes based on dietary needs and scaling.
7. Analyze ingredient functions and properties when determining which and how much to include.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

11.3.9.G.	Analyze the application of physical and chemical changes that occur in food during preparation and preservation
11.3.3.C.	Explain the importance of eating a varied diet in maintaining health.
11.3.3.F.	Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).
11.3.3.G.	Classify foods according to senses (e.g., taste, touch, smell, mouth feel, sight, sound).
11.3.12.F.	Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan
11.3.6.F.	Analyze basic food preparation techniques and food-handling procedures.
11.2.12.C.	Analyze teamwork and leadership skills and their application in various family and work situations.

Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.3.12.G.	Analyze the relevance of scientific principles to food processing, preparation and packaging.
11.3.12.A.	Analyze how food engineering and technology trends will influence the food supply.
11.2.9.E.	Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).
11.2.9.D.	Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).
11.3.9.C.	Analyze the impact of food addictions and eating disorders on health.
11.3.9.D.	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).
11.3.9.E.	Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Wet/solid and liquid ingredients are the same. 2. You can use liquid and dry measuring cups interchangeably and still get accurate measurements. 3. All cutting terms mean the same thing: chop. 4. If someone has a dietary restriction you can just omit that ingredient in a recipe for safety and still produce a satisfactory dish. 5. People at all stages in the life cycle need the same amount of nutrients and have the same energy requirements. 6. There is only good and bad food. 	<ol style="list-style-type: none"> 1. Wet/solid ingredients describe three ingredients: brown sugar, shortening, and any nut butter (peanut butter, hazelnut spread, etc.). Liquid ingredients describe any ingredient that is in a liquid state (water, vegetable oil, etc.). These ingredients are measured in their respective measuring equipment in order to get accurate measurements. 2. These measuring cups are designed to get accurate measurements and therefore if you use them interchangeably you risk getting inaccurate measurements. 3. Cutting terminology is used to depict what tool to use, technique, and final size of product. 4. You must know the function of that ingredient in the recipe and find a proper substitute whether it be for safety, moral, ethical, nutrition, budget, or religious reason(s). In regards to safety, you must also ensure there was no cross-contamination in the production, storage, preparation, etc. of all ingredients. 5. Nutrient needs and energy requirements change at all stages of the life cycle.

	6. Food can be evaluated on many factors including: nutrients, energy, cost, appearance, smell, texture, taste, temperature, sound, etc.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Common recipe abbreviations, and terminology. Examples of wet/solid, dry, and liquid ingredients. Differences between liquid measuring cups, dry measuring cups, and measuring spoons. Common ingredient functions 	<ul style="list-style-type: none"> Demonstrate how to properly measure wet/solid, dry, and liquid ingredients. Determine which equipment to use based on terminology in recipe. Produce recipe substitutions based on dietary restrictions and/or preferences. Safely create a variety of cuts using an miscellany of cutting equipment. 	<ul style="list-style-type: none"> Communication <ul style="list-style-type: none"> - written communication on recipe creation -verbal, nonverbal, and conflict communication when working in the kitchen. Critical thinking <ul style="list-style-type: none"> - conflict resolution in kitchen groups -analyze ingredients functions and properties -evaluate these ingredients to determine which and how much to include in recipes Creativity - Create a new recipe Collaboration - Must work in kitchen groups with at least five other classmates.

Academic Vocabulary:

<ul style="list-style-type: none"> Measuring Cups Leveling Tool Eye-level Meniscus Tablespoon Teaspoon Bolster Sauce Pan Electric Mixer 	<ul style="list-style-type: none"> Pound Equivalent Beat Cream Whip Wisk Blade Frying Pan 	<ul style="list-style-type: none"> Ingredients -dry and wet Dice Chop Grate Slice Mince Mash Rubber Scrapper
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Assessments:

<ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> Recipe abbreviations and terminology game Demonstrations Summative: <ul style="list-style-type: none"> Measuring lab Food lab requiring cutting equipment
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Differentiation:

<ul style="list-style-type: none"> Modified Activities: Extension:
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Interdisciplinary Connections:

- Math:
- Health:

Additional Resources:

- Youtube.com
- Bettycrocker.com
- <https://www.pdesas.org/ContentWeb/Content/Content/21387/Lesson%20Plan>
- FCCLA

Created By:

Brittany Rebuck
