



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

CONTENT AREA(S): Family & Consumer Science

COURSE/GRADE LEVEL(S): CMS Top Chef, grade 6

I. Course Overview

Students will develop basic food preparation skills by correctly following a recipe while using measurement skills and appropriate tools. Students will identify safety guidelines while working in the kitchen. Students will plan, prepare and serve healthy meals and nutritious snacks. By comparing nutrition labels on foods, students will practice making wise food choices.

II. Standards

9.2.8 A. Critical Thinking

9.2.8 B. Self-Management

9.2.8 C. Interpersonal Communication

9.2.8 D. Character Development and Ethics

9.2.8 E. Consumer and Personal Finance Skills

9.2.8 F. Safety

III. Learning Objectives

- Teacher will give overview of class and discuss class expectations.
- Teacher will review safety and sanitation requirements for the Food Labs.
- Students will break into groups that we will call “families.”
- Students will become familiar with their kitchen and the equipment by completing the Scavenger Hunt.
- Students will choose and use appropriate tools and methods for measuring different types of foods.
- Students will differentiate between measuring dry and liquid ingredients.
- Students will compare different units and systems of measurements used in recipes.
- Students will explain how and why a recipe might be modified.
- Through food lab participation students will use their measuring knowledge while preparing snickerdoodles.
- Identify health benefits of eating a balanced breakfast every day,
- Demonstrate the knowledge of planning a balanced breakfast.
- Identify a variety of examples from all food groups that would be a healthy choice for breakfast.
- Explain how breakfast got its name.
- Discuss the relationship between breakfast and performance; especially for students.
- Students will prepare and serve a nutritious breakfast while setting a correct table and using their best manners.
- Students will research the nutritional differences between two similar food products using the internet
- Students will record nutritional data from the food labels on their products.
- Students will compare the nutritional information between the two products and choose which one is healthier and explain their reasoning
- Students will create and display this information on an informative poster.
- Describe ways foods can be pleasurable.

- Define ways that foods can affect our senses.
- Identify foods that match our seasons.
- Explain food customs and how they interact with family life.
- Participate in a demonstration of a “typical” food from each season
- Successfully prepare foods in the Food labs after the class demonstrations following the correct procedures in measuring, safety and sanitation.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)

- What are the roles & responsibilities of each family member that make a family unit work?
- How can each individual use Effective Interpersonal communication skills to aid decision making within a group?
- What are basic safe food handling and preparation techniques?
- What is the importance of learning about good food choices, safety in the kitchen and practical food preparation techniques.
- What practices can help prevent kitchen emergencies?
- How should one respond to various kitchen emergencies?]
- Why might a person need or want to change the measurement ingredients in a recipe?
- Why is it important to understand and know measurement conversion?
- Why is breakfast the most important meal of the day?
- What are some examples of healthy and well balanced breakfast choices?
- How did breakfast get its name?
- Explain why breakfast is so important before leaving for school.
- Students will identify the conditions that promote the chemical leavening process of yeast.
- Students will read, interpret and prepare bagels to demonstrate the process of yeast as a chemical leavening agent.
- Students will practice safety and sanitation when working in the kitchen.
- Students will demonstrate clearly defined roles within their kitchen/family and perform roles effectively.
- What are leavening agents and what is their purpose in food preparation?
- What differentiates yeast from other leavening agents? What conditions are needed in order for yeast to work?
- When making a nutritional decision between different food products how does one choose which is healthier
- Why is it important to understand and know how to read a food label?
- What is culture and what makes cuisines different? What are some examples of food customs in a culture and compare them to customs in your community.
- How does geography influence food customs?
- Explain how different holidays influence cuisine?

V. Key Performance and Benchmark Tasks

- Lab Rubrics
- Pre and Post Assessments
- Wise Nutritional Choice Project Rubrics
- Student Self-Critique of Lab Experience
- Food demonstrations
- Worksheets
- Class Discussions

VI. Units of Study

- Unit 1: Class Introduction and Safety and Sanitation
- Unit 2: Measurement
- Unit 3: Nutritious Breakfast
- Unit 4: Leavening Agents
- Unit 5: Making Wise Nutritional Choices
- Unit 6: Meal Planning
- Unit&: Seasonal Foods

VII. Instructional Materials

- Class Syllabus
- Allergy/Dietary Restriction Permission Slip
- Kitchen Scavenger Hunt
- Kitchen Equipment
- Measurement: Equivalents and Abbreviations
- Manners and Correct Table Setting
- Big on Breakfast Worksheet
- Yeast Worksheet
- “Eat This...Not That” project requirements and rubric
- Meal Planning Made Easy worksheet