SCHOOL DISTRICT OF THE CHATHAMS
CURRICULUM PROFILE

CONTENT AREA(S): Family & Consumer Science
COURSE/GRADE LEVEL(S): Exploring the World Through Foods, grade 7

I. Course Overview

Each kitchen group will then choose one country to research how its history, geography and culture affect the cuisine of that country. Students will demonstrate and prepare dishes from each of the countries.

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

- Introduction to FCS cycle, Exploring the World Through Foods.
- 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 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.
- Identify the importance of food taste tasting.
- Define what "eating with your eyes" means.
- Explain what quinoa is, where it comes from and the history behind the "Supergrain."
- Define a complete protein and give examples.

- Differentiate between precise measuring and discretionary measuring.
- Students will demonstrate the difference between chopping, mincing and dicing.
- Students will use correct safety precautions when cutting with knives.
- Students will taste test and evaluate the quinoa using the rubric provided.
- Students will be able to define the term palate.
- 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.
- Explain culture and its relationship to food.
- Summarize influences on cuisines and customs.
- Identify similarities in global cuisines.
- Explain food customs that are evident in the chosen countries and compare those customs to the United States.
- Participate in a demonstration of a "typical" food from your chosen country.
- Successfully prepare foods in the Food labs after the class demonstrations following the correct procedures in measuring, safety and sanitation.
- Complete the *Culinary Passport* that identifies the food customs, the people, the geography and the climate of the countries chosen.

IV. Essential Questions

- 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 it's name?
- Explain why breakfast is so important before leaving for school.
- 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?
- Why is taste testing so important?
- What is the importance of a complete protein? Give examples
- Why is climate and geography of the land so important when growing foods?
- When might you use precise measuring? Use discretionary measuring?
- Explain safety precautions one should follow when using sharp knives.
- 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?
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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: Yeast Labs/ Alternate leavening Agents
- Unit 5: Making Wise Nutritional Choices
- Unit 6: Quinoa
- Unit7: Seasonal Foods
- Unit 8: Exploring the World Through 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
- Culinary Passport