



Wethersfield Public Schools

SDMS Curriculum: Family & Consumer Science B

Grade(s)	7th/8th Grade		
Unit Purpose	Unit 1: Kitchen Safety		
Pacing	5 Days		
Vision of a Graduate			
Problem Solving: Students will apply cooking and kitchen safety concepts to the creation of recipes.			
Communication: Students will communicate with their group members when they have completed their job specific tasks to ensure all group members are up to date on the recipe progress.			
Collaboration: Students will each be assigned a cooking job and work in groups of 3-4 to complete cooking labs. Each job has specific tasks that allow them to contribute to the end goal of a completed recipe.			
Unit Priority Standards			
Nutrition and Food Production			
I 23. Describe and demonstrate techniques for operating tools and equipment following safety procedures.			
I 24. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.			
I 25. Describe and demonstrate the proper procedures for storing equipment and tools.			
E 11. Determine conditions and practices that promote safe food handling, production, and consumption.			
E 12. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.			
G 16. Demonstrate procedures applied to safety issues.			
G 17. Demonstrate skills in safe handling of knives, tools, and equipment.			
G 18. Examine procedures for safe and secure storage for equipment and tools.			
H 19. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.			
H 21. Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.			
H 22. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.			
Unit Supporting Standards			
Essential Questions			
Why is kitchen safety an important life skill?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Demonstrate kitchen safety concepts while cooking		1. Explain what a foodborne illness is and how to prevent contamination	
2. Store tools and equipment properly		2. Explain the importance of proper handwashing and sanitation	
3. Safely handle food		3. Explain what potential hazards are in a kitchen	
4. Safely handle tools and equipment			
5. Practice proper hygiene and sanitation			



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6. Identify potential safety hazards in a kitchen	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Cooking lab: Students will participate in cooking labs. 8th graders will participate in 3-5 cooking labs to practice kitchen safety skills, storing tools/equipment properly, and handling food and tools/equipment properly. (S1, S2, S3, S4, K3) Glow Germ Hands: Students will practice proper hand washing with an activity that shows them how well they are washing their hands. (S5, K,2) Video Practice: Students will analyze an episode of worst cooks in America looking for examples of potential hazards and foodborne illness.. They will record their findings in a chart and explain what the hazard is, what kind of injury it could cause, and how to make it safer. (S6, K1, K3) Test Review: Students will go into a kitchen that is set up with hazards and physically make a change that makes the kitchen safer.	● Chromebook ● Kitchens ● Basic Cooking tools ● Consumable cooking supplies (food, paper goods, etc.) ● Google Slides (notes) ● Foodborne illness videos ● Various kitchen safety videos ● Kahoot review games



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Grade(s)	7th/8th Grade
Unit Purpose	Unit 2: Cooking
Pacing	20
Vision of a Graduate	
Problem Solving: Students will apply cooking and kitchen safety concepts to the creation of recipes. Communication: Students will communicate with their group members when they have completed their job specific tasks to ensure all group members are up to date on the recipe progress. Collaboration: Students will each be assigned a cooking job and work in groups of 3-4 to complete cooking labs. Each job has specific tasks that allow them to contribute to the end goal of a completed recipe.	
Unit Priority Standards	
Nutrition and Food Production J 27. Analyze food, equipment, and supplies needed for menus K 28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection. K 29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods. K 30. Describe and demonstrate the process for preparing various meats and poultry. K 31. Describe and demonstrate the process for preparing various stocks, soups, and sauces. K 32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items. K 34. Describe and demonstrate the process for preparing baked goods and desserts. K 35. Describe and demonstrate the process for preparing eggs, grains, and batter products. Culinary and Food Production E 13. Demonstrate professional skills in safe handling of knives, tools, and equipment. E 15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.	
Unit Supporting Standards	
Essential Questions	
Why is cooking an important life skill?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Safely use proper cutting techniques 2. Demonstrate proper measuring with correct tools 3. Cook/bake following a recipe	1. Explain the differences between different cooking methods and what foods they should be used for



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4. Demonstrate basic cooking methods during labs. a. Baking, sauteing, pan frying, steaming, microwaving, convection cooking.	2. Explain the difference between cooking and baking 3. Explain the difference between different types of measuring tools and what ingredients they are used for 4. Understand the parts of a recipe and how to follow it to cook
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Recipe reading: Students will do an activity where they pick a recipe and practice analyzing the recipe by answering questions about the recipe. (S3, K4) Cooking Labs: 8th grade will participate in 10-15 cooking labs to practice a variety of culinary skills learned. (S1, S2, S3, S4, K1, K2, K3, K4)	● Chromebook ● Kitchens ● Basic Cooking tools ● Consumable cooking supplies (food, paper goods, etc.)



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Grade(s)	7th/8th Grade		
Unit Purpose	Unit 3: Nutrition		
Pacing	5		
Vision of a Graduate			
Problem Solving: Students will apply knowledge about nutrition to make improvements in their own food choices and the food choices of others.			
Unit Priority Standards			
Nutrition and Food Production			
C 6. Describe the impact of food and diet fads, food addictions, and eating disorders on wellness.			
C 7. Evaluate sources of food and nutrition information, including food labels, related to health and wellness.			
D 8. Demonstrate the ability to select, store, prepare, and serve nutritious foods			
D 10. Utilize USDA dietary guidelines to select foods that promote a healthy lifestyle.			
Unit Supporting Standards			
Essential Questions			
Why is understanding basic nutrition important?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Create a properly balanced meal for breakfast lunch and dinner		1. Explain what the food groups are	
2. Evaluate a nutrition label		2. Explain the sections of a nutrition label	
3. Prepare healthy balanced meals during cooking labs.		3. Explain what an eating disorder is and some warning signs	
4. Identify signs of unhealthy eating/food habits			
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
Menu Planning: Students will create a menu that includes a balanced meal for breakfast lunch and dinner that students would actually eat. Each meal must include at least one food from each category of my plate. (S1, K1)		● Chromebook	
		● USDA website	
		● MyPlate Poster	
		● Kitchens	
		● Consumable cooking supplies (food, paper goods etc.)	
		● Blank MyPlate worksheets	
		● Nutrition labels from packaged foods	
Nutrition Label Breakdown: Students will bring in two nutrition labels from products students actually eat and fill out a worksheet comparing the two. (S2, K2)		● ED stories	



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Healthy Meal Design: Students will pick one recipe we make and design their own alteration to improve the nutritional value of the recipe. (S1, K1)

ED Story: Students will read stories about eating disorders and identify what the signs of unhealthy eating/food habits are. (S4, K3)