

Consumer & Life Studies
Food Science
Unit 2: Equipment

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| Essential Understandings | <ul style="list-style-type: none"> ▪ When preparing food, you need certain kinds of equipment to help you work easily, successfully and safely. |
| Essential Questions | <ul style="list-style-type: none"> ▪ What are the names of the pieces of equipment used in the kitchen? ▪ What is the purpose of each piece of equipment? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ Knives are designed to do a specific type of cutting job. ▪ Cookware comes in many shapes, sizes and materials and has a variety of uses. ▪ There are a variety of tools for mixing including some which are electric. ▪ Measuring equipment is necessary to ensure proper amounts are used in a recipe. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ colander, rolling pin, pastry blender, measuring spoons |
| Essential Skills | <ul style="list-style-type: none"> ▪ Choose the appropriate piece of equipment for the job. ▪ Organize the kitchen by grouping like pieces of equipment. ▪ Use the correct measuring equipment to follow a recipe. ▪ Defend the use of a piece of equipment for a cooking task. |
| Related Maine Learning Results | <p><u>Health and Physical Education</u></p> <p>A. Health Concepts</p> <p>A1. Healthy Behaviors and Personal Health</p> <p>Students predict how behaviors impact health status.</p> <ol style="list-style-type: none"> a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. c. Describe barriers to practicing healthy behaviors. d. Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors. <p>A4. Environmental and Personal Health</p> <p>Students determine the interrelationship between the environment and other factors and personal health.</p> <ol style="list-style-type: none"> a. Analyze how environment and personal health are interrelated. b. Describe how genetics and family history can impact personal health. |

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| Related Maine Learning Results | <p>C. Health Promotion and Risk Reduction C2.Avoiding/Reducing Health Risk Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ol style="list-style-type: none"> a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others. b. Develop injury prevention and response strategies including first aid for personal, family, and community health. <p><u>Career and Education Development</u></p> <p>B. Learning About and Exploring Education and Career and Life Roles B1.Relationships Among Learning, Work, the Community, and the Global Economy Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21st century global economy.</p> <p>B3.Education and Career Information Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education.</p> <p>C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions C1.The Planning Process Students use the planning process to make school-to-school and school-to-work decisions.</p> <ol style="list-style-type: none"> a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills |
| Sample Lessons And Activities | <ul style="list-style-type: none"> ▪ Kitchen equipment scavenger hunt ▪ Measure ingredients while following a recipe ▪ Worksheet ▪ Cooking in the food laboratory |
| Sample Classroom Assessment Methods | <ul style="list-style-type: none"> ▪ Test on kitchen equipment ▪ Evaluation of the food laboratory |
| Sample Resources | <ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Discovering Food and Nutrition</u>-Glencoe/McGraw Hill, 2001 |