Faculty Advisor: Craig Basset

School Advisors: Zale Darnel

Nancy Lawrence

Teacher Candidate: Mark Surzyshyn

Day/Block: Mon/Wed Block 1

Room: 105

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| Subject + Grade  Foods 8/9 | | Introduction/Rationale:  Cooking techniques in the traditional kitchen teach not only traditional home economics content, but also task planning, teamwork, professionalism (ie: punctuality, respect, ability to give and receive constructive criticism), and social connections.  Cooking with fire goes a step further into outdoor techniques which may be invaluable in a broad spectrum of applications from outdoor camping to survival in emergency situations.  The unit also crosses curriculum to include metalwork, math, science, and artistic design.   * Students will learn basic fire and food safety, along with local regulations * Students will construct outdoor stoves and ovens utilizing household/discard items, as well as new skills in metalwork and design * Cooking with fire has a strong first people’s perspective in technique and principle, with future units exploring fire pits and cooking in coals, along with traditional preparation methods and foods. * A self designed recipe using one of the explored methods will end the first unit | |
| Title of Unit:  Cooking with fire | Length of Unit:  10 classes x 75 min. |
|  |
| Prerequisite Skills:  Foods 6/7 | Learning Intentions:   * Safety protocols for cooking with fire * General food safety * How to make fire starters from around the house items * How to build a fire * How to cook on propane cooktops * How to construct homemade outdoor stoves and ovens * How to bake and cook on these units |
| Big Ideas:  Design can be responsive to identified needs.  Complex tasks require the sequencing of skills.  Complex tasks require different technologies and tools at different stages. | | Core Competencies:  Communication - Acquire, interpret, and present, Collaborate  Creative Thinking - generating ideas, developing ideas  Personal & Social - Self-determination, Self-regulation, building relationships   |  |  | | --- | --- | |  |  | | Vocabulary: (New words)   * Fire starter/ accelerant * Box oven * Rocket stove * Layout (metal work) |
| Curricular Competencies:  **Understanding context**: Think about foods as celebration of family/community, culture, self  **Defining**: Choose a design opportunity.  **Ideating**: Generate ideas, add to others’ ideas. Any constraints? Choose an idea to pursue.  **Prototyping**: Research recipe choices, similar methods – create with best practice in mind  **Testing**: Test the recipe, record potential areas for improvement  **Making**: Use appropriate tools and methods  **Sharing**: Demonstrate the product, describe the process. Use appropriate terminology and share any insight during the process. | | Supporting All Learners:   * Handouts * Demo/do on overhead * Vocabulary/definitions * Small group work * Exit slips * Peer and self evaluation | Materials + Resources:   * Projector with computer interface and sound * Student syllabus/safety books * Recipe copies * Recipe/price list blanks * Raw ingredients for each individual recipe * Items for fire-starter lab * Items for rocket stove lab * Items for box oven lab * 6 propane stoves (loaners from staff) * Makerspace room reserved * Tin snips/markers/gloves for metalwork day |

Accommodations for Differentiated Instruction:

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| English Language Learner: | Handouts with definitions, demonstration of methods/recipes, videos, small group work/peer assistance |
| First people’s principles | In second unit – fire pits, cooking in coals, traditional methods |

Length of Unit: January 29 to March 12, 2018 (2 x 75 min blocks/week x 6 weeks: 12 x 75 min. blocks = 900 min.)

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| LESSON TOPIC | SPECIFIC LESSON OBJECTIVES (SWBAT) | TEACHING METHODS+ ACTIVITIES | STUDENT ACTIVITIES | MATERIALS & RESOURCES | DEMONSTRATION OF UNDERSTANDING **(Formative+ Summative,**  **Assessment for/of/as Learning**  & Performance Based) |
| 1. Theory  * Introduction to cooking with fire * Fire & general safety * Food safety basics | * Describe course outline * Reiterate local Fire Regulations * Describe general & food safety rules with fire * Describe burn prevention & treatment protocols | * Course outline * Safety booklet | Written safety exercise and quiz   * Individual work | * Course booklet * Pen or pencil | * Safety quiz |
| 1. Lab  * Making fire starters * Complete safety sheets * How to build a fire | * Make a simple fire starter. * Show how to build a fire | * Demo/do * Fire building video | 6 groups x 4 students – preparing fire starters  View video | Paraffin wax, dryer lint (or steel wool or cotton balls) egg carton molds   * Projector with sound | Safety sheet completion |
| 1. Lab  * Outdoor cooking on a propane burner stove * Egg frittata in pan | * Describe how to effectively cook on a propane cooktop (temp control, ignition, assembly etc.) | * Demo/do * Assemble and light propane stove * Egg frittata preparation | 6x4 (all labs)   * Light and heat regulate on propane cooktop * Recipe following | * 6 “coleman” style camp stoves * Appropriate sized fry pan * Recipe ingredients | Record cooking time  Taste test |
| 1. Theory  * Planning for 3 - day outdoor camping/cooking * How to construct a box oven | * Plan supplies/foods/materials for 3 days of outdoor living * Construct a simple box oven | * Brainstorm session * Demo on box oven construction | – create planning agenda for 3 outdoor days   * Begin box oven construction | * Course booklet * Pen or pencil * 6 file boxes * Heavy duty aluminum foil * Metallic tape | Class participation – completion of 3 day list |
| 1. Lab  * Upside down cake * How to construct a box oven (cont.) | * Construct a simple box oven for outdoor use | Demo/do   * Cake prep * Box oven cont. | Construction of box oven in groups of 4 | * 6 file boxes * Heavy duty aluminum foil * Metallic tape | Successful construction of box oven  Exit slip (course so far) |
| Family day on Monday, no theory this week. | | | | | |
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| 1. Lab  * Peach upside down cake in box oven | * Bake in a homemade box oven | Pre light coals before class | Recipe following, group work | * Box oven * Recipe ingredients | Successful group participation in cooking lab   * Temperature check |
| 1. Theory  * Cast iron pan maintenance * How to construct a rocket stove | * Describe how to clean, care for, and season cast iron pans | Lecture, handouts, demo  Intro to rocket stove construction (safety, procedure, technique) | Complete cast iron pan maintenance steps  Begin rocket stove construction | * Cast iron pans * Makerspace, gloves for metal handling, tin snips * Large commercial size tin, smaller soup size tin | Group participation |
| 1. Lab  * Construct rocket stove (cont.) * Decide on “designer” pancake recipe | Construct a rocket stove for outdoor use | Demo/do | Construction of rocket stove in groups of 4 | * Rocket stove construction tins | Group participation, dynamics observation |
| 1. Lab  * Construct rocket stove (finish) * Begin dry mix prep for designer pancakes | Same as above | Assist around the room | Same as above | Same as above | * Successful completion of rocket stove * Have pancake idea/recipe ready * Exit slip |
| 1. Lab  * Pancakes on rocket stove | Light, heat, and cook on their constructed rocket stove | Assist in loading, lighting, and operating rocket stove | Load, light, and cook pancake recipe on rocket stove | * Rocket stove * Premixed dry ingredients * Wet ingredients | Group dynamics assessment by peers - cumulative |
| 1. & 12.  * Self designed recipe | Design a simple, low cost recipe using one of the methods explored so far | Student centered inquiry based activity | Design, price, and submit ingredient list for self -directed lab. | * Prior cooking method, ingredients TBA | Self assessment, reflection |

**Evaluation: Formative – quizzes, self and peer evaluation, group work observation. Rubric on last page**

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| fEBRUARY2018 | subject | Cooking with fire | Block | 1/1 |

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| 20-30 % |  | Lesson 3 |  |  |  | Lesson 4 |  |  |  |  |  |  |
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| 40-50 % |  | Family day |  |  |  | Lesson 5 |  |  |  |  |  |  |
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| 40-50 % |  | Lesson 6 |  |  |  | Lesson 7 |  |  |  |  |  |  |
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| 60-70 % |  | Lesson 8 |  |  |  | Lesson 9 |  |  |  |  |  |  |
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| March2018 | subject | Cooking with fire | Block | 1/1 |

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| Full |  | Lesson 12 |  |  |  |  |  |  |  |  |  |  |
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|  |  | SPRING BREAK | | | | | | | | | | |
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| April2018 | subject | Subject | period | Period |

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Rubric for Foods Lab

(adapted from: https://fcsresources.wikispaces.com/file/view/Rubric+for+Foods+Lab.doc)

Names of group members\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Kitchen #\_\_\_\_\_

# Criteria/Scoring 1 2 3 4 5 6 7 8 9 10 Comments

**Poor Good Very Good Excellent**

## **Cooperation**

**-worked well 1 2 3 4 5 6 7 8 9 10**

**with others**

**-Respect**

**-Divided tasks**

**equally**

**Time**

**Management 1 2 3 4 5 6 7 8 9 10**

**-managed time**

**wisely**

**-organized lab**

**-product was**

**finished during**

**class time**

## **Communication**

**-communicated 1 2 3 4 5 6 7 8 9 10**

**well with others**

**-positive attitude**

## **Clean up/**

**Sanitation1 2 3 4 5 6 7 8 9 10**

**-kitchen was**

**left clean**

**-dishes were**

**put away in**

**the right location**

**-counters washed**

**-hands washed**

**-hair pulled back**

**Product**

***-*appealing 1 2 3 4 5 6 7 8 9 10**

**-good color**

**-tastes good**

**-over all**

**appearance is**

**pleasant**

**Comments from group on labs: Total Score\_\_\_\_/50**

**+**

**Teachers group mark for self directed lab(s): \_\_\_\_/10\_\_\_\_\_**