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 + GradeFoods 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, CollaborateCreative Thinking - generating ideas, developing ideasPersonal & Social - Self-determination, Self-regulation, building relationships

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 | 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
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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 startersView 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 timeTaste 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 ovenExit slip (course so far) |
| Family day on Monday, no theory this week. |
|  |
| 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, demoIntro to rocket stove construction (safety, procedure, technique) | Complete cast iron pan maintenance stepsBegin 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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|  |  | 29 |  | 30 |  | 31 |  | 1 |  | 2 |  | 3/4 |
| 20-30 % |  | Lesson 1 |  |  |  | Lesson 2 |  |  |  |  |  |  |
| Load | notes |  |  |  |  |  |  |  |  |  |  |  |
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| 20-30 % |  | Lesson 3 |  |  |  | Lesson 4 |  |  |  |  |  |  |
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|  |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17/18 |
| 40-50 % |  | Family day |  |  |  | Lesson 5 |  |  |  |  |  |  |
| Load | notes |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | 19 |  | 20 |  | 21 |  | 22 |  | 23 |  | 24/25 |
| 40-50 % |  | Lesson 6 |  |  |  | Lesson 7 |  |  |  |  |  |  |
| Load | notes |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | 26 |  | 27 |  | 28 |  |  |  |  |  |  |
| 60-70 % |  | Lesson 8 |  |  |  | Lesson 9 |  |  |  |  |  |  |
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| March2018 | subject | Cooking with fire | Block | 1/1 |

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| Full |  | Lesson 10 |  |  |  | Lesson 11 |  |  |  |  |  |  |
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|  |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17/18 |
| Full |  | Lesson 12 |  |  |  |  |  |  |  |  |  |  |
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|  |  | 26 |  | 27 |  | 28 |  | 29 |  | 30 |  | 31/1 |
|  |  | SPRING BREAK |
|  | notes |  |  |  |  |  |  |  |  |  |  |  |
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| April2018 | subject | Subject | period | Period |

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|  |  | SPRING BREAK  |
|  | notes |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | 16 |  | 17 |  | 18 |  | 19 |  | 20 |  | 21/22 |
| Phase out |  |  |  |  |  |  |  |  |  |  |  |  |
| Load | notes |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | 23 |  | 24 |  | 25 |  | 26 |  | 27 |  | 28/29 |
| CFE |  |  |  |  |  |  |  |  |  |  |  |  |
| WEEK | notes |  |  |  |  |  |  |  |  |  |  |  |
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| CFE |  |  |  |  |  |  |  |  |  |  |  |  |
| WEEK | notes |  |  |  |  |  |  |  |  |  |  |  |
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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\_\_\_\_\_**