Unit 4 Reading Recipes

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Title Section

<u>Department of Curriculum and Instruction</u>

Belleville Public Schools

Curriculum Guide

Food & Nutrition 9-12 grade

Unit 4

Reading Recipes

Belleville Board of Education

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Unit Overview

Unit 4: Reading Recipes : Recipes are a set of instructions for preparing a specific food. Reading and following recipes is an essential part of food preparation. A recipe includes details on how to use ingredients, equipment, procedures, and cooking instructions. They contain abbreviations and cooking terms, ingredients and measurements, and step by step directions. Basic culinary knowledge and skills are needed to follow recipes. Recipes can be modified and adjusted to change ingredients, nutritional output and yield amounts.

Enduring Understanding

Students will be able to Identify:

- Standard recipes contain 6 basic parts.
- Recipes are written with abbreviations to save space.
- Recipe ingredients are measured with standard measuring tools.
- Recipes can be modified to change the yield amount or ingredients.
- Foods can be prepared from scratch or partly prepared foods.
- Math skills are needed in reading, modifying and preparing recipes.
- Recipes contain terms and techniques for culinary preparation.

- Recipes require kitchen tools, equipment and appliances to aid in food preparation.
- The function and care of kitchen tools, equipment and appliances.
- The proper and safe use of kitchen tools, equipment and appliances.
- A baked goods recipe is a chemical formula, allowing for little to no modification.
- A culinary arts recipe can be alter to specific tastes or ingredients.

Essential Questions

- Does the student read and demonstrate the correct knowledge of recipe abbreviations?
- Is the student able to utilize the correct measuring tool and technique to measure recipe ingredients?
- Is the student able to research and select appropriate recipes based on a set of criteria factors?
- Can the student read a recipe, follow step-by-step directions, and properly perform recipe culinary terms?
- Is the student able to modify a recipe to alter the yield and/or substitute the ingredients?
- Can the student understand, apply and calculate basic properties involving the concepts of math?
- Is the student able to understand and apply basic properties involving the concepts of math?
- Is the student able to select and demonstrate proper use of appropriate tools, equipment and appliances based on function needed to perform recipe tasks?
- Does the student select appropriate solutions to decision-making situations?
- Is the student able to work as part of a team to accomplish assigned tasks within a limited time frame?
- Is the student able to produce a successful food product formulated by following a set plan?
- Can the student associate kitchen tools with culinary vocabulary?
- Is the student able to locate and select appropriate recipes based on a set of criteria factors?
- Is the student able to modify a recipe to alternate the yield and/or substitute the ingredients?

Exit Skills

Students will be able to …

- Name a variety of reliable recipe sources
- Read and analyze a recipe to decide what you need to be successful.
- Correctly identify standard recipe parts
- Read and identify ingredients, measuring, mixing, tools & equipment, culinary terms and follow step by step directions.
- Define the meaning of basic food preparation terms: cutting terms, combing terms & cooking terms
- Identify dry measuring tools and correctly apply them to ingredients.
- Identify Wet measuring tool and correctly apply them to ingredients
- Increase and decrease recipe yield.
- Apply food substitutions
- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.

- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.11	Demonstrate group management skills that enhance professional education and training practice.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-TT.8	Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED-TT.9	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Interdisciplinary Connections

LA.RL.9-10	Reading Literature
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to

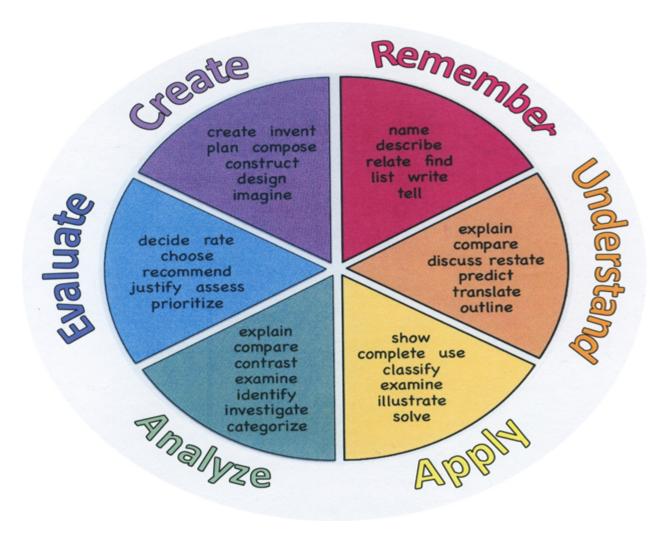|	
	produce a complex account; provide an objective summary of the text.
LA.L.9-10.2.C	Spell correctly.
	Knowledge of Language
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

Learning Objectives

After completing Reading recipe unit , students will demonstrate the ability to:

- Understand abbreviations that are used in recipes. and demonstrate.
- Identify the correct measuring tools and technique to measure recipe ingredients.
- Research and select appropriate recipes based on your skill set.
- Read a recipe, follow step-by-step directions, and properly perform recipe culinary terms.
- Understand a recipe to alter the yield and/or substitute the ingredients.
- Understand, apply and calculate basic properties involving the concepts of math.
- Select and apply appropriate solutions to decision-making situations.
- Work as a team to accomplish assigned tasks within a limited time frame.
- Produce a successful food product formulated by following a set plan.
- Fill out a lab plan identifying different parts of a recipe
- Analysis how Recipes can be modified to change the yield amount or ingredients.
- Combine Math and reading skills needed in reading, modifying and preparing recipes.
- Correctly complete the recipe

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Bloom's Taxonomy Wheel

Create: create invent plan compose construct design imagine

Remember: name describe relate find list write tell

Understand: explain compare discuss restate predict translate outline

Evaluate: decide rate choose recommend justify assess prioritize

Analyze: explain compare contrast examine identify investigate categorize

Apply: show complete use classify examine illustrate solve

Suggested Activities & Best Practices

- read and identify different parts of a recipe
- read and identify ingredients and culinary terms in a recipe.
- utilize the correct measuring tool and technique to measure recipe ingredients.
- research and select appropriate recipes based on a set of criteria factors.
- African americans traditional foods
- Research how cooking contribute to climate change.
- Plant based recipes helps with the growing climate change
- read a recipe, follow step-by-step directions, and properly perform recipe culinary terms.
- modify a recipe to alter the yield and/or substitute the ingredients.
- understand, apply and calculate basic properties involving the concepts of math.

- select and demonstrate proper use of appropriate tools, equipment and appliances based on function needed to perform recipe tasks.
- select appropriate solutions to decision-making situations.
- work as a team to accomplish assigned tasks within a limited time frame.
- Complete time on task.
- produce a successful food product formulated by following a set plan.

Assessment Evidence - Checking for Understanding (CFU)

- Evaluation assessments
- Teacher observation checklist
- Roundtable discussion results
- Quarterly benchmarks
- Google Classroom communications, quizzes, exit tickets-formative assessment
- Common benchmarks
- Unit Test-summative assessment
- Unit Review
- Study guides
- Kitchen lab checklist-alternate assessment
- Self assessments
- Evaluation/Rubric
- Google classroom
- read and identify different parts of a recipe-benchmark assessment
- read and identify ingredients and culinary terms in a recipe.-benchnark assessment

- Admit Tickets
- Anticipation Guide

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
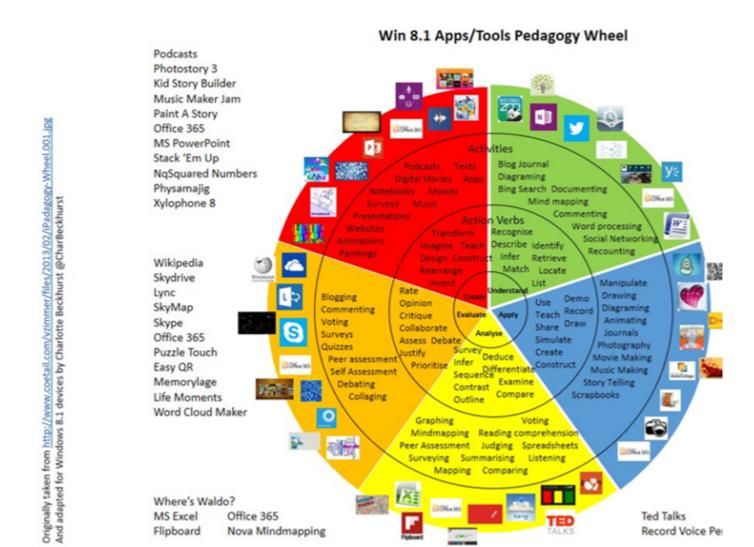- Written Reports

Primary Resources & Materials

- Textbook: *Food, Nutrition & Wellness*
- *Textbook: Teachers Edition*
- You Tube Video
- Recipe project
- Power Point Presentation
- Google classroom
- Demonstrations
- Group discussion
- Chapter 20 content vocabulary
- CHapter 20 questions
- Filling out class learning logs
- Unit Test

Ancillary Resources

- Group Discussions
- Group Projects
- Lab Plans
- Unit Recipes
- Chapter worksheets
- Chapter review
- Exit Tickets

Technology Infusion

- **Please refrence video links and websites listed under Primary Resources & Materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pe...

Alignment to 21st Century Skills & Technology

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

	areas of career interest.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
	There are strategies to improve one's professional value and marketability.
	With a growth mindset, failure is an important part of success.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignents
- Study Guides
- Small group instruction following whole group introduction of concepts
- Small groups setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals
- Group Assignments and Projects
- Probject based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Highighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor pesentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modifed test formats (written/verbal vs. Google form)
- Open book/Study Guides
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating

- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Translation of content/activities (Port of Entry) supporting terms and definitions related to careers, safety and sanitation
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Peer tutoring on Unit 3 Reading Recipes
- Correction and resubmission of work related to Unit 3 Reading recipes
- Model concepts of Reading Recipes
- Evaluating correct work; collaborating with student on incorrect work
- Additonal time to complete assignments

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices

- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Complete activities above grade level
- Advanced problem-solving related to Unit 3 Reading recipes
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
- Simulated project modules utilizing technology at higher level to create diferent safety prevention
- Higher order, critical and creative thinking skills, and discovery related to analysis of Unit 3 Reading Recipes

- Above grade level placement option for qualified students

- Advanced problem-solving

- Allow students to work at a faster pace

- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name : Reading Recipes

Interdisciplinary Connection:Writing, Analysis,Critical thinking,Reading-inform, Vocabulary

Text:,Science/math,Communication & Group Work

Interdisciplinary Connection:Writing-Analysis,Critical Thinking,Reading-Inform, Vocabulary/text.Science /math,Communication, Group Work

Statement of Objective:SWDAT to identify and evaluate how to read and follow a recipe plan. SWDAT to identify recipe sources.List factors in recipe selection. SWDAT develop a recipe plan that identity's the key information that is found in a successful recipe. SWDAT evaluate the information in the recipe the meaning of basic food preparation terms:cutting terms,combining terms,cooking terms.Measuring Dry & liquid ingredients accurately and correctly.The stick method. Kitchen Math increasing and decreasing a recipe. Reading skills & Decision making situations.
SWDAT will start recipe project with 100% participation.

Anticipatory Set/Do Now: Name three sources where you can find recipes .

Learning Activity: Q & A, Teacher will Demonstrate three types of recipes, Standard format, Active Format, and Narrative format.

Student Assessment/CFU's:

Materials:Text book Chapter 20, Power point,Recipes, Textbook, Google Slides, YouTube, recipe plan

21st Century Themes and Skills:

Differentiation:Visual learners,hands On Activities,Group peer instruction,Audio Learners, Tactile Learners
 Guided Practice
Integration of Technology: Smart board, Power Point, Chapter Reviews, Study Guide

9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
12.9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	Innovative ideas or innovation can lead to career opportunities.
	With a growth mindset, failure is an important part of success.