Unit 3 Reading Recipes

Content Area: **CTE**
Course(s): **Food and Nutrition**
Time Period:
Length: **30 Days 10-12grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Food & Nutrition 10-12 grade

Unit 3

Reading Recipes

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: CTE Teacher Judith Porter

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

Unit 3 Recipe skills is an overview of how the student will be able to identify and understand the different parts of a recipe.

The student 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.
- Math skills are needed in reading, modifying and preparing recipes.
- Recipes contain terms and techniques unique to food preparation.
- Recipes require kitchen tools, equipment and appliances to aid in food preparation.
- Academic and career skills and behaviors that relate positively to successful achievement.
- Communication skills for problem solving, decision making, and efficiently working with others.
- Recipe sources
- Contrast between two types of measuring dry measuring tools and wet measuring tools.
- Define substitutions.

Enduring Understanding

- 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

- Can the student identify the the 6 major parts of a recipe?
- Does the student read and demonstrate the correct knowledge of recipe abbreviations?
- Can the student identify equipment and kitchen tools needed to complete recipe?
- Can the student associate kitchen tools with culinary vocabulary?

- Can the student use the correct measuring tool and technique to measure recipe ingredients?
- Is the student able to locate and select appropriate recipes based on a set of criteria factors?
- Is the student able to read a recipe, follow step-by-step directions, and properly perform recipe culinary terms?
- Is the student able to modify a recipe to alternate the yield and/or substitute the ingredients?
- 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?

Exit Skills

Students will be able to use their learning to …

- Name a variety of reliable recipe sources
- Selection factors
- Identify standard parts of a recipe
- 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
- Correctly and accurately measuring ingredients using the stick method.
- Increase and decrease recipe yield.
- 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.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10	Apply organizational skills and logic 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.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.

Interdisciplinary Connections

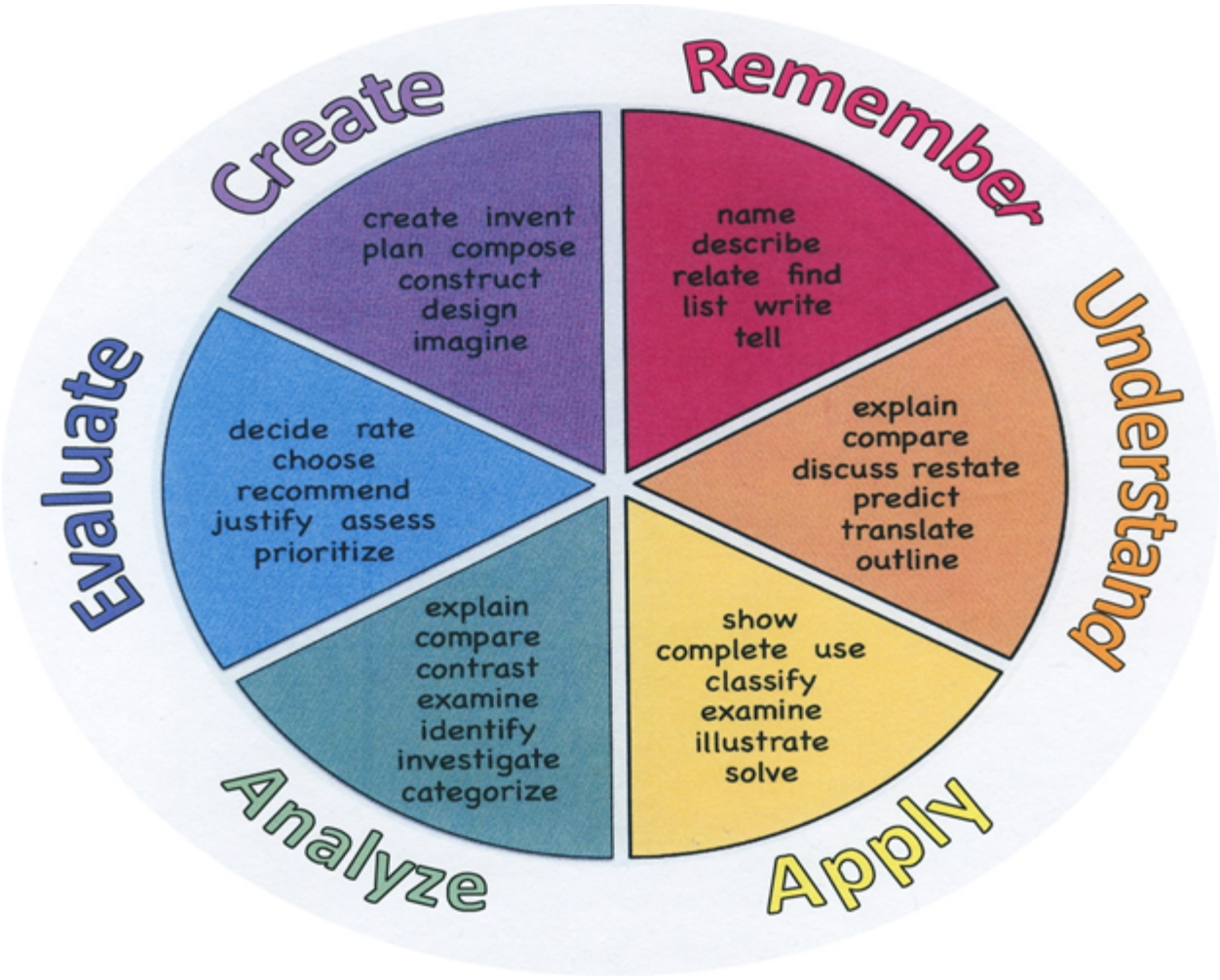
LA.RL.9-10	Reading Literature
	Key Ideas and Details
	Integration of Knowledge and Ideas
LA.RI.9-10	Reading Informational Text
	Integration of Knowledge and Ideas
LA.W.9-10	Writing
LA.SL.9-10	Speaking and Listening
	Presentation of Knowledge and Ideas

Learning Objectives

After completing Reading recipe unit , students will be able to:

- Identify different sources to find recipes
- Fill out a lab plan identifying different parts of a recipe
- Analyze and evaluate tools and ingredients that are needed to prepare the recipe
- Identify and evaluate the culinary terms
- Identify Standard recipes contain basic parts.
- Understand why Recipes are written with abbreviations to save space.
- Evaluate how ingredients are measured with standard measuring tools.
- 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.
- Recipes contain terms and techniques unique to food preparation.
- Recipes require kitchen tools, equipment and appliances to aid in food preparation.

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				



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.
- 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

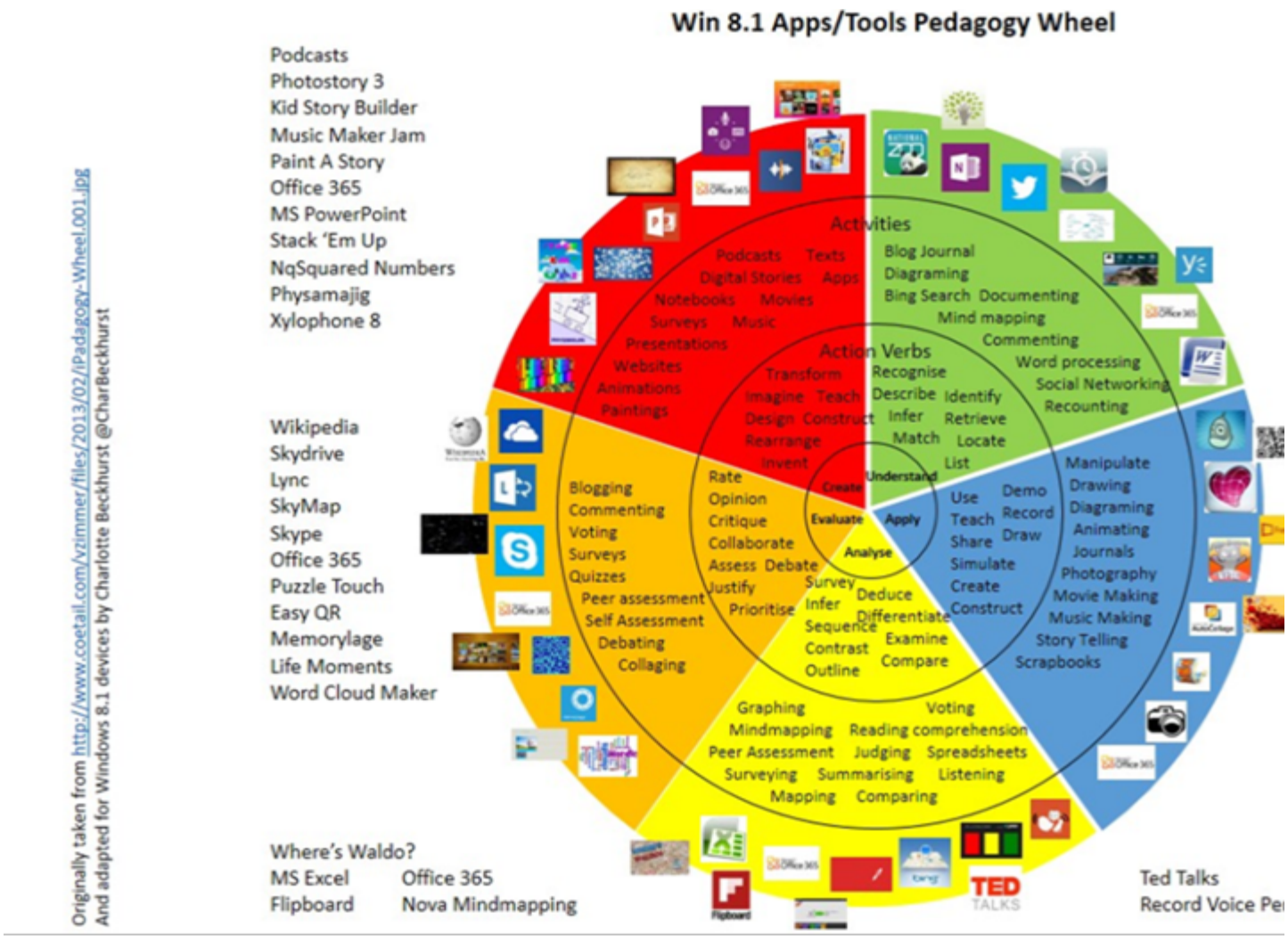
- Recipe project
- Power Point Presentation
- Google classroom
- Demonstrations
- Group discussion
- Chapter 20 content vocabulary
- CHapter 20 questions
- Filling out class learning logs
- Unit Test

Ancillary Resources

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

Technology Infusion

- **Please refernence 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



Alignment to 21st Century Skills & Technology

- English Language Reading and writing skills
- Mathematics
- Science
- Economics
- Interpersonal skills/ Communication

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of

	their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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
- multi-sensory presentation
- multiple test sessions
- 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

Refer to Unit 1