Unit 04: Reading Recipes

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.RH.6-8	Reading History and Social Studies
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	Craft and Structure
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually

	and quantitatively, as well as in words.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RST.6-8	Reading Science and Technical Subjects
LA.K-12.NJSLSA.W	Writing
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
	Craft and Structure
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
	Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	Research to Build and Present Knowledge
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PFL.9.1.8.A	Income and Careers

PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.B	Money Management
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
PFL.9.1.8.E	Becoming a Critical Consumer
PFL.9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
PFL.9.1.8.E.3	Compare and contrast product facts versus advertising claims.
AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.1.9	Collaborate with others to broaden and deepen understanding.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.2.3	Demonstrate creativity by using multiple resources and formats.
AAAA.K-12.1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
AAAA.K-12.1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
AAAA.K-12.1.2.6	Display emotional resilience by persisting in information searching despite challenges.
AAAA.K-12.1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
AAAA.K-12.1.3	Responsibilities
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.2	Seek divergent perspectives during information gathering and assessment.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AAAA.K-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

AAAA.K-12.1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
AAAA.K-12.1.4.3	Monitor gathered information, and assess for gaps or weaknesses.
AAAA.K-12.2	Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
AAAA.K-12.2.1	Skills
AAAA.K-12.2.1.1	Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
AAAA.K-12.2.2	Dispositions in Action
AAAA.K-12.2.2.4	Demonstrate personal productivity by completing products to express learning.
AAAA.K-12.2.3	Responsibilities
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.2.3.2	Consider diverse and global perspectives in drawing conclusions.
AAAA.K-12.2.4	Self-Assessment Strategies
AAAA.K-12.2.4.1	Determine how to act on information (accept, reject, modify).
AAAA.K-12.2.4.3	Recognize new knowledge and understanding.
AAAA.K-12.2.4.4	Develop directions for future investigations.
AAAA.K-12.3	Share knowledge and participate ethically and productively as members of our democratic society.
AAAA.K-12.3.1	Skills
AAAA.K-12.3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
AAAA.K-12.3.1.3	Use writing and speaking skills to communicate new understandings effectively.
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
AAAA.K-12.3.1.5	Connect learning to community issues.
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.
AAAA.K-12.3.2	Dispositions in Action
AAAA.K-12.3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.3.2.3	Demonstrate teamwork by working productively with others.
AAAA.K-12.3.3	Responsibilities
AAAA.K-12.3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
AAAA.K-12.3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.

AAAA.K-12.3.3.3	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
AAAA.K-12.3.3.4	Create products that apply to authentic, real-world contexts.
AAAA.K-12.3.3.7	Respect the principles of intellectual freedom.
AAAA.K-12.3.4	Self-Assessment Strategies
AAAA.K-12.3.4.1	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
AAAA.K-12.3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
AAAA.K-12.4	Pursue personal and aesthetic growth.
AAAA.K-12.4.1	Skills
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.1.8	Use creative and artistic formats to express personal learning.
AAAA.K-12.4.2	Dispositions in Action
AAAA.K-12.4.2.1	Display curiosity by pursuing interests through multiple resources.
AAAA.K-12.4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
AAAA.K-12.4.3	Responsibilities
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.2	Recognize that resources are created for a variety of purposes.
AAAA.K-12.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
AAAA.K-12.4.4	Self-Assessment Strategies
AAAA.K-12.4.4.1	Identify own areas of interest.
AAAA.K-12.4.4.2	Recognize the limits of own personal knowledge.
AAAA.K-12.4.4.3	Recognize how to focus efforts in personal learning.
AAAA.K-12.4.4.4	Interpret new information based on cultural and social context.
AAAA.K-12.4.4.5	Develop personal criteria for gauging how effectively own ideas are expressed.
AAAA.K-12.4.4.6	Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
TECH.8.2.8.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit… **The recipe is a formula, written to standardize food preparation by precisely laying out the process of preparing any dish, and has specific formatting methods. In order to follow recipes, students must understand the measures, terms, and tools used, or know how to find out what they mean, in order to prepare the chosen food. Students also must learn to follow recipes in order to achieve the correct results, as well as to not waste food unnecessarily. They will learn how to determine what each ingredients purpose is in the recipe, which ingredients must be used as stated, which can be left out or substituted and which cannot. Students will also change the yield of the recipe by doubling and halving the measurements of the ingredients, and changing the pan sizes, if needed. The measuring process taught in the tools unit will be reviewed and reinforced in this unit.**

Meaning

Essential Questions

Essential Questions

Why do I have to follow a recipe?

How can I change the yield of a recipe?

What if I do not have the correct ingredients?

Does it really matter if I measure this exactly?

What are the common abbreviations and how do I read them?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

A recipe is a formula, a tool.

Bakers are precise and Cooks tend to adjust ingredients to taste.

Measuring correctly is the most important step to ensure your dish turns outright.

A recipe is a starting point for a creative mind.

You have to know the rules before you can break the rules.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know…

-that a recipe is a tool that will help you achieve the intended result.

-that "you have to learn the rules before you can break the rules." When learning to cook they need to follow the recipe exactly the first time they use it, to test the procedures, then they can make changes to fit their own tastes. As they continue to cook, they will learn to anticipate the outcome and will be able to make adjustments to the recipes without making the recipe first, but not when first learning.

-that there are many different ways (recipes) that can be used to make the same foods.

-recipes are available from lots of different sources, and all sources for recipes are not the same; some are reliable and some are not.

-baking recipes are different from cooking recipes and are more of a formula that cannot be "tweaked" like a cooking recipe can be.

-that proper measuring is very important to the outcome of the recipe.

-the proper abbreviations for common terms used in recipes.

-that cooking terms used in recipes have specific meanings, and they can be researched in multiple ways.

-how to correctly double and halve a recipes yield.

-how to find a recipe that fits their criteria.

Skills

Skills

Student will be skilled at …

-reading a recipe to determine what equipment needs to be used.

-manipulating the yield of a recipe.

-following a recipe in the kitchen.

-defining the definition of common cooking terms used in a recipe.

-using a recipe to make decisions prior to making the product.

-determining if a recipe contains enough usable information in order to make it.

-finding a recipe they are looking for.

My Cookbook Basic Foods.docx
My Heritage cookbook- 2015.doc
Review for Reading Recipes test- 2013.docx
Recipe Test Review.docx

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Recipes

Cookbooks

Internet

LMC computer stations

Text- "Today's Teen"

Kitchen Labs, equipment, groceries

Formative Assessment Strategies

Formative Assessment Strategies

Participation

Teacher observation

Completed assignments

Lab results

Self-evaluation of labs

Cookbook project evaluation

Completed Test

Learning Activities/Unit of Study

Learning Activities/Unit of Study

-Reading and following oral recipes, teacher-made recipes, recipes from books, internet, family members.

-doubling and halving recipes

-Cooking labs based on specific topics

-choosing recipe for "group choice" labs, or from set of provided recipes, as a group.

-make decisions as a group about changes to a recipe, based on group needs or preferences (allergies, preferences, etc.)

-use recipes as a text for specific tasks..

-define cooking terms used in recipes.

-determine the parts of a recipe.

-as a group, choose recipes and plan out kitchen lab plans based on the recipe and the class time available for the lab.

-Cookbook research project 1 and 2 (subjects rotate)

-Text assignment "Today's Teen Chapter 39 "Following Recipes"

-Reading recipes review

-Reading Recipes Test

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, GIfted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the

length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.