



West Windsor-Plainsboro Regional School District Culinary Creations

Unit 1: Kitchen Competencies	
Content Area: Family and Consumer Science	
Course & Grade Level: Grade 8- Culinary Creations	
Summary and Rationale	
Summary: This course is designed to empower students to develop independence in recipe selection, following, and adjusting, as well as proficiency in using advanced kitchen tools and mastering various baking and cooking techniques. They will explore a variety of recipes through collaboration and self-direction in the kitchen. By the end of the course, students will have gained a deep appreciation for the art of baking and cooking.	
Rationale: Empowering students to independently select, follow, and adjust recipes will cultivate their decision-making skills, adaptability, and resourcefulness in the kitchen. Proficiency in using a wide range of kitchen tools and mastering various baking and cooking techniques will equip students with essential culinary skills. They will discover the importance of aesthetics and sensory experiences in creating memorable dishes. Engaging in collaborative cooking experiences will develop students' teamwork, communication, time management, and leadership skills. They will learn to work effectively with their peers, delegate tasks, and coordinate efforts, recognizing the value of cooperation and shared responsibility.	
Recommended Pacing	
90 days (Concurrently)	
National Standards for Family and Consumer Science Education	
Standard: Consumer and Family Resources	
2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
Standard: Food Production & Services	
8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
8.5.3	Demonstrate knowledge of portion control and proper scaling and measurement techniques
8.5.12	Demonstrate professional plating, garnishing, and food presentation techniques.
Standard: Food Science, Dietetics, & Nutrition	
9.3.5	Analyze recipe/formula proportions and modifications for food production.
Standard: Interpersonal Relationships	
13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
13.3.3	Demonstrate effective listening and feedback techniques.
13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.5	Demonstrate ways to organize and delegate responsibilities.
Standard: Nutrition and Wellness	
14.4.2	Analyze safety and sanitation practices.

New Jersey Student Learning Standards for English Language Arts Companion Standards	
W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.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.
W.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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
Interdisciplinary Standards	
Standard: Science	
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Proper kitchen safety and sanitation practices are essential for creating a safe and hygienic cooking environment. ● Independence in recipe selection, following, and adjusting allows you to explore and create diverse culinary creations. ● Gaining proficiency in utilizing a variety of kitchen tools and equipment allows you to enhance your culinary techniques and skills. ● Applying various cooking techniques enables you to confidently prepare and present a wide range of dishes. ● Effective and efficient collaboration and self-direction in the kitchen allow you to engage in teamwork and take ownership of your culinary creations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why is it important to maintain proper kitchen safety and sanitation practices? What are the potential risks and consequences of neglecting these practices? ● How can you select and adjust recipes while adhering to necessary cooking standards and techniques? ● How can the use and understanding of a variety of cooking tools enhance culinary techniques and skills? ● What are the different cooking techniques that can be applied to prepare and present a wide range of dishes? ● How can effective collaboration and self-direction in the kitchen promote teamwork and ownership of culinary creations? 	
Objectives:	

- Understand the importance of maintaining proper kitchen safety and sanitation practices and identify the potential risks and consequences of neglecting these practices.
- Demonstrate the ability to select and adjust recipes while adhering to necessary cooking standards and techniques.
- Develop proficiency in using and understanding a variety of cooking tools to enhance culinary techniques and skills.
- Identify and apply different cooking techniques to prepare and present a wide range of dishes.
- Demonstrate effective collaboration and self-direction in the kitchen to promote teamwork and take ownership of culinary creations.

We are learning to/that:

- We are learning to understand the importance of maintaining proper kitchen safety and sanitation practices and identify the potential risks and consequences of neglecting these practices.
- We are learning to demonstrate the ability to select and adjust recipes while adhering to necessary cooking standards and techniques.
- We are learning to develop proficiency in using and understanding a variety of cooking tools to enhance culinary techniques and skills.
- We are learning to identify and apply different cooking techniques to prepare and present a wide range of dishes.
- We are learning to demonstrate effective collaboration and self-direction in the kitchen to promote teamwork and take ownership of culinary creations

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessments:

The evaluation plan for the Family & Consumer Science department centers around a variety of evaluations that emphasize preparing students with crucial skills and knowledge necessary for their careers and daily lives. These evaluations are meticulously designed to assess students' competence in key areas such as family management, consumer education, nutrition and health, as well as life skills and personal development. The evaluation plan includes various kinds of evaluations, including formative and summative assessments, self-evaluations, and tasks in line with the primary competencies of family and consumer science. During each routine, formative, and summative evaluation, educators will supply alternative evaluation opportunities that adhere to 504 and IEP stipulations. These alternative evaluations are personalized to meet the needs of all students. Student accommodations can be found [here](#).

Resources

- <https://www.familyconsumersciences.com/>
- <https://ed.ted.com/>
- <https://www.youtube.com>

Unit 2: The Art of Baking and Cooking

Content Area: Family and Consumer Science

Course & Grade Level: Grade 8- Culinary Creations

Summary and Rationale

Summary:

This course is designed to introduce students to the fundamental principles of baking and cooking. Through hands-on experiences, students will develop a solid foundation in culinary skills, gain an understanding of ingredient functions, and foster their creativity and teamwork abilities. This course aims to equip students with practical life skills, encourage a passion for food, and promote collaboration in the kitchen.

Rationale:

Baking and cooking are essential life skills that empower individuals to prepare recipes for themselves and others. By introducing these skills, students will have a head start in becoming self-sufficient and independent. Through this course, students will gain knowledge about the functions of various ingredients and how they interact with each other. This course will encourage students to experiment with flavors, textures, and presentation techniques. The kitchen is a place for collaboration, where individuals work together to prepare recipes while fostering teamwork and communication skills.

Recommended Pacing

90 days (continuous)

New Jersey Student Learning Standards for

Standard: Consumer And Family Resources

2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

2.4.2 Analyze how media and technological advances influence family and consumer decisions.

Standard: Food Production & Services

8.1.5 Create an employment portfolio to communicate food production and services knowledge and skills.

8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.

8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.

8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.

8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.

8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.

Standard: Food Science, Dietetics, & Nutrition

9.5.3 Prepare food for presentation and assessment.

9.5.6 Conduct sensory evaluations of food products.

Standard: Interpersonal Relationships

13.3.3 Demonstrate effective listening and feedback techniques.

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

13.5.5 Demonstrate ways to organize and delegate responsibilities.

Standard: Nutrition and Wellness

14.4.2 Analyze safety and sanitation practices.

New Jersey Student Learning Standards for English Language Arts

Companion Standards

RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5.	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
W.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.
W.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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
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Interdisciplinary Standards	
Standard: Science	
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
WHST.6-8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (
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. (MS-LS4-5)
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Culinary skills are essential life skills that empower individuals to become self-sufficient and independent in preparing meals and desserts. ● Understanding the functions of ingredients in baking and cooking is crucial for achieving desired outcomes and adapting recipes to suit personal preferences. ● Applying various baking and cooking techniques enables you to confidently prepare and present a wide range of dishes. ● Collaboration and effective teamwork are fundamental in the kitchen, enhancing the culinary experience and fostering communication skills. ● The ability to modify recipes and troubleshoot common cooking and baking challenges enhances problem-solving skills. ● Reflecting on the culinary process and seeking feedback allows individuals to continuously improve their skills, fostering a growth mindset and a commitment to lifelong learning in the culinary arts. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can developing culinary skills enable individuals to become more self-reliant in the kitchen? ● What are the benefits of understanding the functions of ingredients? 	

- How can mastering different baking and cooking techniques enhance one’s culinary repertoire and empower one’s ability to prepare a wide range of foods?
- Why does collaborating and working as a team in the kitchen contribute to a more enjoyable cooking experience and improve our ability to communicate effectively?
- What skills help one to overcome cooking and baking obstacles, develop problem-solving abilities, and foster self-direction in the kitchen?
- How does engaging in reflection and seeking feedback contribute to one’s growth and development?

Objectives:

- Develop the ability to plan, prepare, and present a complete meal independently, showcasing self-reliance in the kitchen.
- Analyze the functions of ingredients to understand their impact on taste, texture, and appearance, enabling the modification of recipes as needed.
- Demonstrate a variety of baking and cooking techniques to expand culinary repertoire and confidently prepare a wide range of foods.
- Collaborate effectively in the kitchen, improving communication skills and creating a more enjoyable cooking experience through teamwork.
- Overcome cooking and baking obstacles by developing problem-solving skills and fostering self-direction in the kitchen.
- Engage in reflection and seek feedback to continuously improve culinary skills, fostering personal growth and a commitment to lifelong learning.

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