



West Windsor-Plainsboro Regional School District Cultures & Cuisines

Unit 1: Kitchen Competencies

Content Area: Family and Consumer Science

Course & Grade Level: Grade 8- Cultures & Cuisines

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 cooking techniques. They will explore the diverse cuisines from around the world, discovering the cultural, scientific, and artistic aspects of food and cooking. Collaboration and self-direction in the kitchen will be emphasized, allowing students to engage in teamwork and take ownership of their culinary creations.

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 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.
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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.
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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.
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.
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: Food from a Global Perspective	
Content Area: Family and Consumer Science	
Course & Grade Level: Grade 8- Cultures & Cuisines	
Summary and Rationale	
Summary: This course is designed to empower students with essential culinary skills while fostering an appreciation for diverse cultures, their cuisines, and the science and art of food. By exploring different cultural connections to food, ingredients, and the associated geography, students will broaden their perspectives, enhance their cultural understanding, and gain a deeper appreciation of the world around them.	
Rationale: By exploring cuisines from various cultures, students will develop a global perspective and appreciation for diverse foods. They will discover unique flavors, ingredients, and techniques, and foster a sense of global awareness and appreciation. Exploring the cultural roots of different cuisines will deepen students' understanding of cultures, traditions, and histories. By immersing themselves in the foods of different cultures, students will gain exposure to a multitude of tastes, aromas, and textures. This exposure will foster respect for cultural diversity, promote inclusivity, and encourage open-mindedness.	
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.
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.
8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
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	
13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
Standard: Nutrition & Wellness	
14.1.4	Analyze the effects of global, regional, and local events and conditions on food choices and practices
14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.
14.5.4	Analyze the effects of food science and technology on meeting nutritional needs.

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	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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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	
WHST.6-8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.)
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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)
Standard: Social Studies	
6.1.12.Geo GM.6.a:	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.HistoryUP.16.a:	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.2.8.GeoPP .1.a:	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryCC.1.a:	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.b:	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.HistoryCC.3.a:	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
Instructional Focus	
Unit Enduring Understandings	

- Exploring the cultural connections to food provides opportunities to develop a global perspective and appreciation for diverse cultures and their culinary traditions.
- Ingredients, flavors, and techniques from different cultures offer unique culinary experiences that broaden perspectives and foster a sense of global awareness.
- By exploring the geography associated with various cuisines, students develop an understanding of how location influences food production, availability, and culinary practices.
- The study of cultural roots in different cuisines promotes an understanding of the rich histories, traditions, and values of diverse cultures.
- Immersing oneself in the foods of different cultures cultivates an appreciation for the multitude of tastes, aromas, and textures found in global cuisines.

Unit Essential Questions

- How does exploring the cultural connections to food contribute to developing a global perspective and fostering an appreciation for diverse cultures and their culinary traditions?
- What unique culinary experiences can be gained through exploring ingredients, flavors, and techniques from different cultures, and how do these experiences broaden perspectives and foster a sense of global awareness?
- How does understanding the geography associated with various cuisines contribute to an understanding of how location influences food production, availability, and culinary practices?
- How does studying the cultural roots in different cuisines promote an understanding of the histories, traditions, and values of diverse cultures?
- In what ways does immersing oneself in the foods of different cultures cultivate an appreciation for the multitude of tastes, aromas, and textures found in global cuisines?

Objectives:

- Explore specific cultural cuisines, demonstrating an understanding of their historical, social, and geographical influences, and highlighting their unique culinary traditions.
- Experiment with and integrate ingredients, flavors, and techniques from different cultural cuisines into culinary creations.
- Analyze how location impacts food culture and traditions.
- Research the cultural roots of specific cuisines in order to understand the traditional aspects that shape culinary practices.
- Actively engage with and prepare dishes from different cultures, demonstrating an appreciation for the diverse tastes, aromas, and textures found in global cuisines.

We are learning to/that:

- We are learning to explore specific cultural cuisines, demonstrating an understanding of their historical, social, and geographical influences, and highlighting their unique culinary traditions.
- We are learning to experiment with and integrate ingredients, flavors, and techniques from different cultural cuisines into culinary creations.
- We are learning to analyze how location impacts food culture and traditions.
- We are learning to research the cultural roots of specific cuisines in order to understand the traditional aspects that shape culinary practices.
- We are learning to actively engage with and prepare dishes from different cultures, demonstrating an appreciation for the diverse tastes, aromas, and textures found in global cuisines.

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](#).

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