



Advanced Culinary Arts

10-12, Career & Technical Education

Developed By: Mr. Tarik Huggins & Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit	Activities/Assessments
September	<ul style="list-style-type: none"> • Unit 1: Kitchen Safety • Unit 2: Knife Skills 	<ul style="list-style-type: none"> • Safety & sanitation in the classroom • Equipment identification • Knife identification • Knife safety • Culinary cuts
October	<ul style="list-style-type: none"> • Unit 3: Quantity food preparation 	<ul style="list-style-type: none"> • Scaling recipes, Mise en place, measurement, portion control, styles of service, catering •
November	<ul style="list-style-type: none"> • Unit 4: Baking 	<ul style="list-style-type: none"> • Quick breads, cookies, cakes, safety & sanitation.
December	<ul style="list-style-type: none"> • Unit 4: Baking 	<ul style="list-style-type: none"> • Yeast breads, pastry, safety & sanitation.
January	<ul style="list-style-type: none"> • Unit 5: Stocks, sauces, and soup 	<ul style="list-style-type: none"> • Mother sauces, quick pan sauces, thickening agents, safety & sanitation.
February	<ul style="list-style-type: none"> • Unit 6: Poultry 	<ul style="list-style-type: none"> • Chicken, turkey, & duck preparation, de-boning, safety & sanitation.
March	<ul style="list-style-type: none"> • Unit 7: Seafood 	<ul style="list-style-type: none"> • Fin fish, mollusks, crustaceans, safety & sanitation.
April	<ul style="list-style-type: none"> • Unit 8: Vegetarian Cuisine 	<ul style="list-style-type: none"> • Types of vegetarians, vegetable types, aromatics, food texture, safety & sanitation.
May	<ul style="list-style-type: none"> • Unit 9: Charcuterie and smoked foods 	<ul style="list-style-type: none"> • Types of smokers, brining, hot & cold smoking, wood vs pellet, safety & sanitation.
June	<ul style="list-style-type: none"> • Unit 10: Hospitality Management 	<ul style="list-style-type: none"> • Administrative tasks, recipe costing, inventory, and purchasing

Unit 1	
Kitchen Safety	
Summary and Rationale	
<p>This unit introduces students to kitchen safety. Students will gain an understanding of kitchen safety: knife skills, sanitation, fire extinguishers, and identifying hazards. Students will also be introduced to the NOCTI (National Occupational Competency Testing Institute) exam. The Culinary Arts Level 1 Prep Cook industry-based credential is included in NOCTI's Job Ready assessment battery. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>	
Recommended Pacing	
2 weeks	
Standards	
9.3 Career and Technical Education	
Career Cluster: Agriculture, Food & Natural Resources	
Pathway: Food Products & Processing Systems (AG-FD)	
9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
Pathway: Natural Resources Systems (AG-NR)	
9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
Career Cluster: Hospitality & Tourism	
Pathway: Restaurants & Food/Beverage Services (HT-RFB)	
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.

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.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Burns and fires, falls, cuts, electric shock and fires, poisoning can be prevented. • There are several acceptable methods for extinguishing a grease fire. • Improper personal and kitchen sanitation can lead to illness. • Proper food handling techniques are necessary to prevent illness. 	<ul style="list-style-type: none"> • Why is safety and sanitation important in the home and in the foods? • Why is cleanliness and good hygiene important when working with food? • What is foodborne illness and how can it be prevented? • What is the difference between clean and sanitary?

<ul style="list-style-type: none"> ● The package label contains valuable information about the meat. ● Equipment which is maintained properly will work more efficiently and last longer. ● Burns and fires, falls, cuts, electric shock and fires can be prevented. 	<ul style="list-style-type: none"> ● What are the most common kitchen accidents and how can they be avoided?
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Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Classroom safety quiz
- Culinary technique assessments
- Equipment identification quizzes

Objectives (SLO)

- Students will know:
- How to properly sanitize surfaces.
 - How to clean electrical appliances.
 - require different cooking methods.
 - The name and use of basic kitchen tools and equipment
 - Identify sanitation procedures to ensure the facility is in compliance with health codes.
 - Outline compliance requirements of sanitation and health inspections.

- Students will be able to:
- Demonstrate cleaning of appliances.
 - Clean (removing germs, dirt, and impurities from surfaces or objects) kitchen cabinets, drawers, and surfaces
 - Sanitize (lowers the number of germs on surfaces or objects) kitchen equipment.

Suggested Resources/Technology Tools

- ServSafe curriculum
 - Various food materials
 - Cookware (pots, pans, plates, etc.)
 - Utensils/Cutlery
 - Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)
- Online resources:
- Allrecipes.com
 - Foodnetwork.com
 - Shoprite.com
 - YouTube.com
- Textbooks:
- The Chef’s Companion, Third Edition, by Elizabeth Riely
 - Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition, By National Restaurant Association

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Use concrete examples of concepts before teaching the abstract
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 2	
Knife skills	
Summary and Rationale	
<p>This unit introduces students to knife skills. Students will gain an understanding of knife skills: identification, grip technique, proper application, culinary cuts, and maintenance. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>	
Recommended Pacing	
2 weeks	
Standards	
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9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Equipment that is maintained properly will work more efficiently and last longer. Knowledge of knife skills and safety allows an individual to enhance and produce culinary dishes at a higher level. Utilizing the correct knife for specific culinary techniques allows for successful cuts on specific foods. Proper use of the guiding hand and cutting hand will guarantee more safety and 	<ul style="list-style-type: none"> What are the classical knife cuts and where are they used? What are some common knives used in the kitchen? What is the difference between sharpening and honing? What is the eagle's claw grip? Why are using cutting boards crucial when cutting?

efficiency when cutting.

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Potato chip cutting quiz
- Culinary cuts quizzes

Objectives (SLO)

Students will know:

- How to identify various kitchen knives.
- Parts of a knife
- How to sharpen a knife
- How to hone a knife (returning the edge)
- Different grip techniques for holding a knife.
- Proper grip technique for the guiding hand.
- Safety skills for cutting and handling knives.

Students will be able to:

- Demonstrate forward chop, rocking, pull back, and mince cuts.
- Create classic culinary cuts: brunoise, battonette, allumette, julienne, large dice, medium dice, small dice, tournet.
- Cut potato chips
- Cut French fries
- Mince various vegetables
- Create tournet potatoes

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

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- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

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- Simplify written and verbal instructions
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- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 3

Quantity Food Preparation

Summary and Rationale

This unit introduces students to quality food preparation. Students will gain an understanding of quantity food preparation: scaling recipes, planning, storage, time management and service types. Students will also gain practical experience through the execution of various catered events. This “hands on” application of learned management and menu planning skills provides a realistic opportunity with specific job objectives relevant to current industry standards. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

4 weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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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.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
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9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Quantity food production and catering require a different and unique array of skills and techniques, separate from standardized food service production. How a recipe can be modified to change the number of servings. How equivalent measures are simplified. The yield of a recipe can be adjusted. 	<ul style="list-style-type: none"> How is the yield of a recipe determined? Why is it important to follow the methods for accurately weighing, measuring and portioning? What are the procedures for costing and converting a standardized recipe? How do recipe adjustments, time management, and equipment differ for quantity production of stocks, soups and sauces?

- Proper measuring is important for a food service establishment to ensure a consistent product.

- How do you identify and accommodate the individual needs of a specific audience for a catered event?
- How should you estimate preparation amounts and the number of serving portions?
- What are the methods used for portion size?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Chopped Challenges
- Recipe scaling quizzes

Objectives (SLO)

Students will know:

- The importance of portion control
- Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production.
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- Recognize specific and general audience needs for catered events.
- Establish guidelines for applying mathematical principles to quantity food production.
- Estimate preparation amounts and the number of serving portions.
- Various methods used for portion size.

Students will be able to:

- Prepare food for various catered events in student-run settings.
- Plan and organize quantity food production.
- Recognize and adapt to specific and general audience needs for catered events.
- Prepare various recipes on much larger scales.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

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Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

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

Unit 4

Introduction to Baking & Pastry

Summary and Rationale

This unit introduces students to yeast breads, basic cakes, cake decorating and choux pastry. Students will gain an understanding of yeast dough: principles of preparation and variety of products. They will move to cakes: mixing and assembling techniques, function of ingredients and techniques used in cake decorating. They will finish with choux pastry: learning the principles of choux paste preparation. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

10 weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

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9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
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Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● Each ingredient has a specific purpose. ● Different mixing methods are used to produce quick bread products and success is dependent upon proper technique. 	<ul style="list-style-type: none"> ● What are the functions of ingredients in cakes? ● How are angel food cakes prepared? ● How do different cake methods differ? ● How do you prepare frosting and frost cakes?

<ul style="list-style-type: none"> ● Addition/substitution of certain ingredients can increase the nutritional value of quick breads. ● Specific conditions and techniques are necessary for fermentation and development of gluten to occur. ● Different mixing methods and leavening agents are used to produce quick bread and yeast bread products. ● A variety of yeast bread products can be prepared. ● Yeast breads can be used and served in a variety of ways. ● There are specific tools and techniques used for frosting and decorating cakes ● Each ingredient has a specific purpose in pastry. ● Choux paste has unique mixing techniques. 	<ul style="list-style-type: none"> ● What is the function of each basic yeast dough ingredient? ● How do quick breads and yeast breads differ? ● How are yeast breads used and served? ● How do you prepare a variety of yeast dough products? ● Why does yeast bread rise? ● How does yeast affect flavor? ● What are the ingredients and their functions in choux paste? ● What is the leavening agent used in choux paste products?
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Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● Project planning ● Individual cooking activities ● Group projects ● Notebook Checks ● Culinary vocabulary comprehension ● Check-point / benchmark quizzes ● Final product assessments ● Culinary technique assessments ● Chopped Challenges ● Ice cream sandwich / cake project ● Yeast dough test
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Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● Identify good sanitation practices for purchasing and handling bakeshop equipment. ● Identifying bakeshop ingredients and their functions. ● Understanding formulas used in the bakeshop. ● Identify the basic types of yeast dough. ● Identifying the basic ingredients, mixing and baking methods of muffins and quick breads. ● Identify the principle pans, containers and molds used in baking and pastry making and indicate their uses. ● The functions of ingredients in cakes. ● How to prepare a variety of cakes and frostings ● How to decorate cakes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Shaping breads, rolls and pastries. ● Baking bread, rolls and pastries. ● Mixing and baking of methods for yeast dough. ● Prepare a variety of cookies: chocolate chip, snickerdoodle, chocolate crinkle, sugar, oatmeal, peanut butter, black and white, thumb print, cake box. ● Prepare a variety of yeast doughs: donuts, focaccia, soft rolls, pizza, potato bread, naan, pita, cinnamon rolls, honey wheat rolls, milk bread. ● Prepare a variety of pastries: eclairs, cream puffs, churros, tarte tatin, napoleon, fruit tarts, rugelach, using a choux paste. ● Demonstrate assembly and frosting of cake. ● Demonstrate cake-decorating techniques. ● Prepare a variety of icings, buttercreams, and frosting: italian meringue buttercream, swiss meringue buttercream, drizzle icing, basic frosting.
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- The leavening in choux paste is steam.
- The techniques involved in making choux paste.
- Examples of choux paste products
- Know the important safety and sanitation practices for purchasing and handling bakeshop equipment.
- The function of ingredients in cakes.

- Prepare a variety of cakes: carrot, chocolate high ratio, vanilla high ratio, red velvet, separated roulade, torte, gateau, dacquoise.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

- Allrecipes.com
- Foodnetwork.com
- Shoprite.com
- YouTube.com

Textbooks:

- The Chef's Companion, Third Edition, by Elizabeth Riely
- Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition, By National Restaurant Association

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Use concrete examples of concepts before teaching the abstract
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 5

Introduction to Stocks, Sauces & Soups

Summary and Rationale

This unit introduces students to stocks, sauces and soups. Students will gain an understanding of stocks, sauces and soups which are composed of: types of stocks and their preparation, categories of soups, cooking methods, mother sauces and thickening agents. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

3 weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
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9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

Interdisciplinary Connections

English Language Arts - Writing

W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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English Language Arts - Speaking & Listening

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Integration of Technology

Computer Science and Design Thinking

8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
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Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • How to thicken liquids. • How soups, stew, and sauces can be used in meals. • The 5 mother sauces and sauce derivatives. • The nutrients in soups, stews, and sauces are dependent upon the ingredients used in the recipe. • Soups, stews and sauces can be used in a variety of ways. • A variety of convenience products are available. 	<ul style="list-style-type: none"> • What are the mother sauces? • What other sauces are made from them? • How do thicken agents affect the finish of a soup or sauce? • What are the classic categories of stocks, soups, and mother sauces and how are they used to compliment • What is mirepoix? • What are the key elements for a basic stock?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Chopped Challenges
- Stocks & sauces tests
- Custom quick pan sauce tests

Objectives (SLO)

Students will know:

- How to thicken liquids.
- How soups, stew, and sauces can be used in meals.
- The 5 mother sauces.
- List ways to thicken a liquid.
- Explain how soups, soups, and sauces are used in meals.
- Demonstrate the preparation of soups, stews, and sauces.
- Explain how to make a broth or stock.
- How soups and sauces are used in meals.

Students will be able to:

- Prepare a variety of mother sauces: hollandaise, veloute, tomato, bechamel, espagnole.
- Prepare a variety of stocks: vegetable, beef, chicken, shrimp.
- Prepare a variety of thickening agents: blond roux, white roux, brown roux, slurry.
- Prepare a variety of soups: manhattan clam chowder, new england clam chowder, shrimp bisque, chicken noodle, cream of mushroom, french onion.
- Create basic quick pan sauces.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

- Allrecipes.com
- Foodnetwork.com
- Shoprite.com
- YouTube.com

Textbooks:

- The Chef's Companion, Third Edition, by Elizabeth Riely
- Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition, By National Restaurant Association

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating

- Extended/Additional time for assessments
- Use concrete examples of concepts before teaching the abstract
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 6	
Poultry	
Summary and Rationale	
<p>This unit introduces students to poultry. Students will gain an understanding of poultry: types, associated foodborne illness, quality characteristics, cooking methods and proper storage. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>	
Recommended Pacing	
4 weeks	
Standards	
9.3 Career and Technical Education	
Career Cluster: Agriculture, Food & Natural Resources	
Pathway: Food Products & Processing Systems (AG-FD)	
9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
Pathway: Natural Resources Systems (AG-NR)	
9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
Career Cluster: Hospitality & Tourism	
Pathway: Restaurants & Food/Beverage Services (HT-RFB)	
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Proper handling of poultry products is necessary to avoid illness. • The only poultry product that can be served without being fully cooked is duck. • There are several ways to prepare poultry. • Always use a digital thermometer to determine the proper internal temperature of poultry. 	<ul style="list-style-type: none"> • What is the difference between traditionally raised meats and organic meats? • What cooking methods are best for which cuts? • How can the freshness and quality be determined in poultry before purchasing? • How does the age of poultry affect the finished product? • What are some foodborne illnesses associated with poultry?

- What is cross-contamination?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Chopped Challenges
- Chicken Ballotine project
- Custom chicken with quick pan sauce project
- Poultry test

Objectives (SLO)

Students will know:

- Proper storage methods used for poultry.
- Cooking methods used for poultry.
- Food borne illnesses associated with poultry.
- Quality characteristics of poultry.
- Types of poultry.
- How to properly clean a cutting board after working with poultry.
- How to debone poultry.
- How to prevent food borne illness when handling poultry.

Students will be able to:

- Cut a chicken into quarters.
- Cut a chicken into parts.
- Prepare chicken ballotine with a leg quarter.
- Create a chicken breast dish with a quick pan sauce.
- Prepare a variety of poultry dishes: general tso's chicken, chicken pena, chicken scallopini, chicken ballotine, potato crusted chicken, stuffed turkey breast.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

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- Foodnetwork.com
- Shoprite.com
- YouTube.com

Textbooks:

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- Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition, By National Restaurant Association

Modifications

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- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

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- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 7	
Seafood	
Summary and Rationale	
<p>This unit introduces students to seafood. Students will gain an understanding of seafood which is composed of fin-fish and shellfish: principles of preparation, quality characteristics, storage and identification. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>	
Recommended Pacing	
3 weeks	
Standards	
9.3 Career and Technical Education	
Career Cluster: Agriculture, Food & Natural Resources	
Pathway: Food Products & Processing Systems (AG-FD)	
9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
Pathway: Natural Resources Systems (AG-NR)	
9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
Career Cluster: Hospitality & Tourism	
Pathway: Restaurants & Food/Beverage Services (HT-RFB)	
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • How to buy fish and seafood successfully. • The methods of cleaning and cutting fish and seafood. • How seafood is graded. • The difference between farm-raised and wild-caught seafood. • Seafood should be included in a healthy diet. • There are several ways to prepare seafood. 	<ul style="list-style-type: none"> • How can the freshness and quality be determined in fish before purchasing? • What is sustainable seafood and why is it important? • What are the different types of seafood? • What is the difference between farm raised and wild caught seafood? • How can the freshness and quality be determined in seafood before purchasing?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Chopped Challenges
- Fin-fish test
- Shellfish test

Objectives (SLO)

Students will know:

- Three ways to determine the freshness of fin-fish.
- Quality characteristics of seafood successfully.
- The methods of cleaning and cutting fish and seafood.
- How seafood is graded.
- Types of crustaceans.
- Types of mollusks.
- Types of fin-fish.
- The difference between farm-raised and wild caught seafood.

Students will be able to:

- Clean, de-shell, and devein shrimp.
- Prepare a variety of seafood dishes: crab florentine, crab fritters, shrimp scampi, onion crusted tilapia, sole meuniere, teriyaki salmon, fried cod, manhattan clam chowder, new england clam chowder, flounder en papillote, shrimp bisque.
- Filet a fish.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

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Textbooks:

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- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

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- Provide model sentence frames and sentence starters for both oral responses and written responses
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- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 8

Vegetarian Cuisine

Summary and Rationale

This unit introduces students to vegetarian cuisine. Students will gain an understanding of vegetarian cuisine: types of vegetarians, cooking methods, ingredient identification and substitution. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

3 weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.

Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Vegetables should be included in a healthy diet. • There are several ways to prepare vegetables. • Different forms of vegetables are available in the market. • Nutrients can be lost during improper cooking. • Different forms of vegetables are available in the market. 	<ul style="list-style-type: none"> • Why is it important to eat fresh vegetables “in season”? • What is farm-to-table? Why is it so popular? • How are organic vegetables and fruits grown? What are the benefits to buying organic produce? • What are the characteristics of fresh, high quality fruits and vegetables? • What are the benefits of eating fruits and vegetables?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Chopped Challenges
- Vegan substitution project

Objectives (SLO)

Students will know:

- Quality characteristics of fresh produce.
- Identify aromatic vegetables.
- The difference between farm-raised and wild caught seafood.
- How to store vegetables.
- Demonstrate different cooking methods for preparing vegetables.
- Explain the nutritional benefits of vegetables.

Students will be able to:

- Identify various vegetables.
- Saute aromatic vegetables for use in sauces.
- Prepare a variety of vegetarian dishes: eggplant meatballs, teriyaki lettuce wraps, falafel, ratatouille, buffalo cauliflower, vegan ice cream, cream of mushroom soup, caramelized onion tart.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

- Allrecipes.com
- Foodnetwork.com
- Shoprite.com
- YouTube.com

Textbooks:

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- Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition, By National Restaurant Association

Modifications

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- Extended/Additional time for assessments

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- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
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- When showing videos, use Closed Captioning.
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- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 9

Introduction to Smoked Foods & Charcuterie

Summary and Rationale

This unit introduces students to smoked foods and charcuterie. Students will gain an understanding of smoked foods and charcuterie: principles of preparation, woods, brines, equipment and foods to be smoked. They will move to charcuterie: principles of preparation, casings, meats, equipment and processing. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

3weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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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.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Smoking and curing are flavorful methods of preserving meats. Smoking and curing are cooking methods that do require patience but yield great results. Smoking and curing are low fat cooking methods for preparing foods. 	<ul style="list-style-type: none"> How does pre soaking the woog affect the smoking process? How does a brine affect the smoking process? What is hot smoking? What is cold smoking? What was the original purpose for curing and smoking meats?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Chopped Challenges
- Cold smoked food preparation
- Hot smoked food preparation
- Smoked foods / Charcuterie test

Objectives (SLO)

- Students will know:
- How to prevent food borne illness when handling meats and poultry.
 - The parts of a meat grinder.
 - The types of hardwoods commonly used for smoked foods.
 - Types of casings used in sausage making.
 - Hot smoking vs cold smoking foods.
 - How to create various brines.
 - Apply principles of safety and sanitation in meat cookery.

- Students will be able to:
- Prepare a variety of smoked meats: salmon, pork ribs, pork shoulder, chicken, turkey, beef brisket, clams, shrimp.
 - Prepare a variety of sausages: sage, breakfast, italian, chorizo.
 - Prepare a variety of brines: poultry, beef, seafood, vegetable, pork.
 - Assemble a meat grinder.
 - Prepare hardwood for the smoker.
 - Prepare hot smoked foods.
 - Prepare cold smoked foods.

Suggested Resources/Technology Tools

- ServSafe curriculum
 - Various food materials
 - Cookware (pots, pans, plates, etc.)
 - Utensils/Cutlery
 - Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)
- Online resources:
- Allrecipes.com
 - Foodnetwork.com
 - Shoprite.com
 - YouTube.com
- Textbooks:
- The Chef’s Companion, Third Edition, by Elizabeth Riely
 - Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition, By National Restaurant Association

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need.

Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
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- Extended/Additional time for assessments
- Use concrete examples of concepts before teaching the abstract
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
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Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to practical arts practice include, but are not limited to:

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- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
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- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 10

Hospitality Management

Summary and Rationale

This unit introduces students to Hospitality Management. Students will gain an understanding of management skill training: administrative tasks, recipe costing, inventory and purchasing. Students will also gain practical experience through the execution of various catered events. This “hands-on” application of learned management and menu planning skills provides a realistic opportunity with specific job objectives relevant to current industry standards. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

3 weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

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9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 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).
Interdisciplinary Connections	
English Language Arts - Writing	
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SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> How recipes can be modified to change the number of servings. How equivalent measures are simplified. The yield of a recipe can be adjusted. 	<ul style="list-style-type: none"> What career options exist in the Hospitality industry? What are the major responsibilities of a manager? What types of communication are vital in business? What are AP and EP, and how are they calculated? How do you price an item for sale? How is food cost calculated?

<ul style="list-style-type: none"> ● Cooperation, following directions, accountability, and time management are necessary skills for group tasks. ● The role of the manager in standardized recipe production is to insure the delivery of the menu considering cost, nutrition, the audience, taste, texture, and appearance. ● Food cost must be considered in planning / implementing a menu and all subsequent foodservice operations. ● Proper measuring is important for a food service establishment to ensure a consistent product. 	<ul style="list-style-type: none"> ● How is the yield of a recipe determined? ● Is food cost important to calculate menu pricing? ● Historically, 95% of all foodservice operations fail in the first year. What avenues of valid research should be considered when planning a foodservice operation? ● Why is it important to follow the methods for accurately weighing, measuring and portioning? ● What are the procedures for costing and converting a standardized recipe?
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Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● Project planning ● Individual cooking activities ● Group projects ● Notebook Checks ● Culinary vocabulary comprehension ● Check-point / benchmark quizzes ● Final product assessments ● Culinary technique assessments ● Catering project ● Restaurant project

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● Obstacles to effective communication, how to prevent them. ● Interpersonal communication in the workplace. ● Identify common expectations that employees have about managers. ● How to apply ServSafe standards in a kitchen ● Recognize specific and general audience needs for catered events. ● Design a buffet for a catered event in the student-run setting. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● List the steps for solving a problem, and explain how each step contributes to finding a solution. ● Inventory equipment and supplies between both culinary rooms. ● Correctly check in a food order ● Correctly store various foods after receiving. ● Plan and organize quantity food production and catered events for the student run event. ● Test and develop standardized recipes for a food service operation.
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Suggested Resources/Technology Tools

<ul style="list-style-type: none"> ● ServSafe curriculum ● Various food materials ● Cookware (pots, pans, plates, etc.) ● Utensils/Cutlery ● Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.) <p><u>Online resources:</u></p> <ul style="list-style-type: none"> ● Allrecipes.com ● Foodnetwork.com
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- Shoprite.com
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- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.