



Culinary Arts

10-12, Career & Technical Education

Developed By: Mr. John Gulardo & Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit	Activities
September MP 1 (3-4 weeks)	<ul style="list-style-type: none"> Unit 1 - Kitchen Basics 	<ul style="list-style-type: none"> ServSafe standardized curriculum - Food Handler certification Safety/sanitation in the classroom Equipment identification Knife identification Knife safety Holding and using various cutlery
October MP1 (4 weeks)	<ul style="list-style-type: none"> Unit 1 - Kitchen Basics 	<ul style="list-style-type: none"> Mise en place - importance of preparation Breakfast foods (pancakes, french toast, belgium waffles, muffins, quick breads) EGG cookery (omelets, quiche, fried, scrambled, poached eggs) Food/plate presentation
November MP 2 (3 weeks)	<ul style="list-style-type: none"> Unit 2 - Quick Breads, Doughs & Ingredient identification 	<ul style="list-style-type: none"> Standard breading procedure (mozzarella sticks, chicken cutlets, etc) Pie crusts/pies (pumpkin pie, apple pie)
December MP 2 (3 weeks)	<ul style="list-style-type: none"> Unit 2 - Quick Breads, Doughs & Ingredient identification 	<ul style="list-style-type: none"> Quick breads (Cookies, blondies, brownies, holiday foods)
January MP 3 (4 weeks)	<ul style="list-style-type: none"> Unit 3 - Meat Fabrications & Savory Food Preparation 	<ul style="list-style-type: none"> Various pasta/noodle doughs (fresh egg pasta, dried pasta, rice noodles, german spaetzle) Rice and grains Introduction to meats - beef, poultry, pork (chicken with pan sauce, chicken cutlets)
February MP 3 (3 weeks)	<ul style="list-style-type: none"> Unit 3 - Meat Fabrications & Savory Food Preparation 	<ul style="list-style-type: none"> Beef meatballs Empanadas Introduction to stocks, sauces/soups (potato-leek soup, chicken noodle, cream of vegetable)
March MP 3 (4 weeks)	<ul style="list-style-type: none"> Unit 3 - Meat Fabrications & Savory Food Preparation 	<ul style="list-style-type: none"> Bread dough- pizza dough, french bread, flour tortillas (pizza, quesadilla)
April MP 4 (3 weeks)	<ul style="list-style-type: none"> Unit 4 - MyPlate Nutrition & Frozen Desserts 	<ul style="list-style-type: none"> Myplate/cholesterol/fats, nutrition (Salads, vinaigrettes)
May MP 4 (4 weeks)	<ul style="list-style-type: none"> Unit 4 - MyPlate Nutrition & Frozen Desserts 	<ul style="list-style-type: none"> Vegetable cookery (blanching and shocking, roasting, grilling) Desserts - cheesecakes, cakes, cupcakes
June MP 4 (1-2 weeks)	<ul style="list-style-type: none"> Unit 4 - MyPlate Nutrition & Frozen Desserts 	<ul style="list-style-type: none"> Frozen desserts (ice cream, sorbet, granita, sherbert)

Unit 1

Kitchen Basics Safety & Management

Summary and Rationale

This unit introduces students to kitchen safety, knife skills, food prep and equipment identification. Students will gain an understanding of kitchen safety: knife skills, sanitation, fire extinguishers and identifying kitchen hazards. They will move to quantity food preparation: menu planning, standardized recipes and portion control. Principles of preparation, quality characteristics, storage and identification of ingredients are also introduced. The ServSafe Food handler certification is learned and earned during unit 1. 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

12 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.1	Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
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).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
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.
8.1.12.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Current industry standards for commercial food operations mandate through understanding. ● Effective application of safety and sanitation measures appropriate for the facility. ● Professionalism in the kitchen station, mirrors the industry standards of the National Restaurant Association guidelines and regulations. ● Identifying terminology and characteristics of cooking principles is necessary to develop advanced culinary practices and skill proficiencies. ● Basic concepts of nutritional food science are inherently the foundation for product development and menu delivery. ● Basic knowledge of food safety and sanitation for home and industry application. ● What are the guidelines and practices for preparing and serving safe foods? ● Why is it important to follow safe workplace procedures and guidelines? ● What is the role of governing and regulatory agencies that govern and set standards for all commercial food service establishments? ● How do advanced technology, nutrition, and consumer trends influence the modern food service industry? 	<ul style="list-style-type: none"> ● Why is identifying terminology and characteristics of cooking principles necessary to develop advanced culinary practices and skill proficiencies? ● Why are basic concepts of nutritional food science inherently the foundation for product development and menu delivery.? ● Why is basic knowledge of food safety and sanitation for home and industry application important? ● What are the guidelines and practices for preparing and serving safe foods? ● Why is it important to follow safe workplace procedures and guidelines? ● What is the role of governing and regulatory agencies that govern and set standards for all commercial food service establishments? ● How do advanced technology, nutrition, and consumer trends influence the modern food service industry? ● Why is record-keeping important for food service operations? ● Why is it important to understand and apply perpetual and physical inventory control? ● What are the implications of matching small wares, measuring devices, and equipment for all cooking tasks and standardized recipe preparation? ● What are the methods used for portion size? ● How should you estimate preparation amounts and the number of serving portions?

Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● Proper measuring technique assessment ● Equipment identification assessment ● Knife competency/safety assessments ● Individual cooking activities ● Ongoing formative assessments during group projects ● Culinary vocabulary comprehension ● Check-point / benchmark quizzes within cooking labs ● Final product assessments ● Culinary technique assessments
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Objectives (SLO)

Students will know:

- How to properly sanitize surfaces.
- How to clean electrical appliances.
- How to prevent food borne illness when handling poultry
- Different cuts of poultry require different cooking methods.
- The name and use of basic kitchen tools and equipment
- Standard units of measure and equivalents
- How to adjust recipe yield
- How to read a recipe
- Proper measuring techniques for basic ingredients
- That cooperation is necessary to successfully work together in the lab
- Basic procedures for safety in kitchens.
- Basic procedures for emergency situations.
- The role of governing agencies and their regulation guidelines.
- ServSafe standards for safety and sanitation protocols.
- Standards for receiving, storing, handling, and serving safe food.
- Job descriptions and how to analyze tasks.
- Current professional level industry standards and how to apply and practice them in individual kitchens.
- Appropriate terminology and cooking principles.

Students will be able to:

- Demonstrate cleaning and sanitizing work surfaces.
- Demonstrate cleaning of appliances.
- Apply principles of safety.
- Explain why cleaning equipment is important.
- Describe proper handling and storage of poultry.
- Apply principles of safety and sanitation in poultry cookery.
- Follow recipes and teacher directions to successfully prepare a variety of dishes
- Identify tools and equipment and explain their use in the kitchen
- List measuring equivalents.
- Adjust the measurements of ingredients to increase/decrease the yield.
- Explain and demonstrate proper measuring techniques
- Demonstrate the ability to read and follow written directions
- Understand the relationship between industry trends and local, state, national, and international economic trends.
- Understand the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
- Identify and recognize the role of all governing agencies, regulations and guidelines that would affect the safe and sanitary production of food and the facility.
- Establish criteria to maintain a safe and sanitary workplace recognizing ServSafe Certification protocols.
- Recognize and practice set standards for receiving, storing, handling and serving safe food.
- Examine the importance of job descriptions and task analysis.
- Recognize and practice skill and management activities according to current professional level industry standards.
- Identifying terminology and characteristic of cooking principles is necessary to develop advanced culinary practices and skill proficiencies.
- Demonstrate effective knife skills.
- Demonstrate general knife safety practices.
- Select the proper knives for a particular task.
- Apply appropriate techniques for holding the knife.
- Apply appropriate techniques for the guiding hand.
- Demonstrate proper cutting techniques for a variety of tasks (e.g., trimming, peeling, dicing, chopping, mincing, shredding, slicing).

- Demonstrate the ability to sharpen, clean and store knives.

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

Quick Breads, Doughs & Ingredient identification

Summary and Rationale

This unit introduces students to the methods and procedures for making various doughs. Some of these are quick breads including cakes, cookies, brownies and blondies. Some other items include pie crusts and sweet doughs. Students will gain an understanding of the common ingredients that are used in the making of these doughs. Standard breading procedure is learned and then later demonstrated. Principles of preparation, quality characteristics, storage, and identification of ingredients are also reinforced. 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

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Career Cluster: Hospitality & Tourism

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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).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
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.
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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.

8.1.12.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Mise en place is an integral part of food preparation success. ● The benefits of preparing foods according to a recipe. ● Methods for accurately measuring and weighing. ● Efficiency in student’s kitchen stations comes from good organizational skills. ● Certain tools and equipment are needed for specific tasks. ● Understanding the parts of the recipe aids in the successful preparation of the recipe. ● Accurate measurements are necessary for successfully preparing recipes. ● Understanding food preparation terms aids in successful preparation of the recipe. ● Cooperation , following directions, accountability, and time management are necessary skills for group tasks. ● Understanding the importance of using a work plan in the successful completion of a lab experience. ● Leavening agents produce chemical changes in a baked product that results in a physical change. ● Different mixing methods affect product results. ● Ingredient changes can increase the nutritional profile of a baked product. ● You can be creative with baked products. 	<ul style="list-style-type: none"> ● Why is the concept of mise en place so important in food preparation? ● What are the benefits of preparing all foods according to standardized recipe procedures? ● How do organizational skills affect the kitchen efficiency in student’s kitchen stations? ● 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? ● Why is a lab and work plan important for a successful lab experience? ● Why is it important to use the correct tool for the task at hand? ● How do you read, interpret, and produce a recipe? ● How will understanding equivalents, abbreviations, and action words help when preparing a recipe? ● Why are the correct measuring techniques important for a successful product? ● What skills are necessary to work together in a group setting? ● What is the lab procedure for classroom lab/kitchen? ● What are the roles of the group members in the lab? ● What is the function of each ingredient in a baked product? ● What are the different mixing methods? ● What are the different types of leavening agents in baked products? ● How can you increase the nutritional value of a baked product? ● What are ways you enhance a baked product?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Proper measuring technique assessment ● Self assessments ● Peer assessments ● Equipment identification assessments ● Knife competency/safety assessments ● Individual cooking activities ● Ongoing formative assessments during group projects ● Culinary vocabulary comprehension ● Check-point / benchmark quizzes within cooking labs ● Final product assessments 	

- Culinary technique assessments

Objectives (SLO)

Students will know:

- Different parts of a recipe (ingredients, servings, steps) and the equipment/tool names and functions for implementing the recipes
- Language and mathematical skills for reading and carrying out recipes
- Procedures, skills, and protocols for safe, sanitary, efficient, and nutritious food preparation
- Characteristics, sources, and functions of the six nutrient classes and their impact on long term good health.
- Menus, meals, and foods that are compatible with the USDA food groups and guidelines
- The name, uses, and safety precautions of kitchen tools and equipment.
- How to read a recipe.
- Standard units of measure and equivalents used in recipe preparations.
- How to adjust a recipe yield.
- Proper measuring techniques for basic ingredients.
- Cooperation is necessary to successfully work together in the kitchen.
- The components of a lab and work plan, a work plan is necessary for a successful lab.
- The functions of ingredients in a baked product.
- The development of gluten is determined by the type of mixing methods used.
- The different types and varieties of baked products.
- The main nutrients in baked products.
- How to increase the nutritional value of baked products.

Students will be able to:

- Interpret and follow a recipe using correct equipment/tools, equivalents and proper measuring techniques, and proper basic knife skills.
- Prepare a variety of products from each of the basic food groups in a safe and sanitary way.
- Efficiently and cooperatively organize time and responsibilities during the classroom kitchens.
- Analyze menus and food preparation techniques as they relate to nutritious implementation of healthy food planning and food preparation.
- Clean and organize the kitchen workplace in a safe and sanitary way.
- Discuss the value of culinary arts as a life skill.
- Identify tools and equipment and explain their use in the kitchen.
- Demonstrate safe and correct procedures for using kitchen tools and equipment.
- Explain and describe the parts of a recipe.
- Read and execute a recipe to produce a high quality product.
- Adjust the measurements of ingredients to increase/decrease the yield of a recipe.
- Demonstrate a variety of preparation techniques.
- Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.
- Develop a lab and work plan.
- Demonstrate the lab procedures and the role of each job assignment outlined in the work plan schedule.
- Demonstrate the different mixing methods.
- Identify the main nutrients in a baked good.
- Demonstrate how to increase the nutritional value of a baked good in the laboratory.
- Examine how the leavening agents work in the laboratory.
- Apply all principles of safety and sanitation in the lab when preparing baked goods.
- Exhibit work skills such as cooperation with others and following oral and written directions.

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.

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.
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- 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

Meat Fabrication & Savory Food Preparation

Summary and Rationale

This unit introduces students to the methods and procedures for making fresh egg pasta dough, dried pasta/noodle cookery, rice noodle cookery and German style spaetzle. Additionally, rice and grains will be introduced. Students will also become familiar with meats including beef, poultry and pork. Students will gain an understanding of the techniques used in butchering these meats as well as identifying the quality characteristics that are used in selecting the meats. Basic stocks are explored as well as the sauces and soups derived from these stocks. Principles of preparation, quality characteristics, storage, and identification of ingredients are also reinforced. 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

8 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-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.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).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
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.11-12.5	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.

Instructional Focus

Enduring Understandings:

- How stocks are the foundations of cooking and sauce making.
- How stocks are related to the mother sauces.
- Incorporation of stocks in recipes.
- Principles of making your own stocks are financially beneficial.
- Different parts of the grain kernel have different nutritional value.
- Processing can affect the nutrient value of a grain.
- Nutrition is important to keep in mind when choosing grain products.
- There are a variety of cooking methods used in the preparation of grains.
- Meat, Poultry and eggs are sources of protein for the body.
- Meat and poultry are classified according to age.
- There are several different cooking methods used for meats and poultry.
- Special handling and sanitation techniques are needed in the handling of meats and poultry to avoid food borne illnesses.
- Eggs can be used in a variety of ways and are a nutrient dense food.
- Eggs have a variety of functions in a finished product.

Essential Questions:

- Why are stocks known as the fonds de cuisine or “foundations of cooking”?
- What are the nutritional and monetary benefits of preparing soups?
- What are the nutritional and monetary benefits of grains?
- What are the benefits of preparing all foods according to standardized recipe procedures?
- How do organizational skills affect the kitchen efficiency in student’s kitchen stations?
- When are the senses necessary for “seasoning”?
- 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?
- What are the parts of the grain and what nutrients do they provide?
- What happens to a grain once it has been processed?
- What nutrients do different grains provide?
- How are grains used in food preparation?
- How does cooking affect grain products?
- What nutrients are provided by meats, poultry and eggs?
- How are meats, poultry and eggs identified, selected, used and stored?
- What are the different ways to prepare meats, poultry and eggs?
- Why are proper cooking techniques important when preparing different cuts of meat?
- Why is the temperature of cooking meats, poultry and eggs important?

Evidence of Learning (Assessments)

- Self assessments
- Peer assessments
- Knife competency/safety assessments
- Individual cooking activities
- Ongoing formative assessments during group projects
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes within cooking labs
- Final product assessments
- Culinary technique assessments

Objectives (SLO)

Students will know:

- The parts of the grain and the nutrients they provide.
- The health benefits of grains.
- How to prepare a variety of grains.
- The nutrients value of meats, poultry and eggs.
- Information included on the meat and poultry label.
- How to prevent food borne illness when handling meat, poultry and eggs.
- Different cuts of meat require different cooling methods
- Eggs are an inexpensive source of protein.
- How to prepare meat, poultry and eggs using the proper temperatures and cooking methods.
- The functions of eggs in a recipe.

Students will be able to:

- Analyze each part of the grain kernel with regard to the nutrient values each provides.
- Compare and contrast nutritional information on a fact panel of a variety of grain products
- Prepare, sample and evaluate a variety of grain products.
- Exhibit workplace readiness skills such as cooperation with others and following written and oral directions.
- Apply principles of safety and sanitation in the laboratory.
- Demonstrate proper cooking methods for meat, poultry and eggs.
- Explain the nutritional value of meat, poultry and eggs.
- Describe proper handling and storage of meat, poultry and eggs.
- Apply principles of safety and sanitation in meat, poultry and egg cookery.
- Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.

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
- citydata.com
- foodbusinessnews.net

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 4

MyPlate Nutrition & Frozen desserts

Summary and Rationale

This unit introduces students to the concepts of nutrition, cholesterol/fats and using the USDA guide 'Myplate.' Students will gain an understanding of the techniques used in vegetable cookery (blanching, shocking, roasting, grilling) as well as identifying the quality characteristics that are used in selecting fresh vegetables. Basic vinaigrettes are introduced as well as various cold salads. Frozen desserts including sorbet, ice cream, sherbert and granita are presented.

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)

9.3.12.AG-FD.1	Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
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.
9.4 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).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
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.

Instructional Focus

Enduring Understandings:

- How does the MyPlate affect menu planning?
- A healthy diet consists of five food groups.
- “My Plate” illustrates the five food groups that are the building blocks for a healthy diet.
- “My Plate” and the Dietary Guidelines are designed to help Americans make healthy food choices.
- A personal eating plan can be based on calorie consumption.
- Age, gender, and physical activity determines caloric intake.
- Nutrients help regulate the body's growth, provide energy, body maintenance, tissue repair, and help to maintain optimal health.
- The six major nutrients are protein, fats, carbohydrates, minerals, vitamins, and water.
- Macronutrients are the main source of energy for the body.
- Micronutrients help regulate body functions.
- Vegetables are classified by the part of the plant.
- Vegetables should be selected for quality based on certain characteristics.
- Vegetables can be prepared and served in a variety of ways.
- The nutritional value, texture, color and flavor is affected by the cooking method.
- Vegetables are rich in many vitamins and minerals, fiber, carbohydrates, and antioxidants.
- Nutrients in different fruits.
- The consumer should purchase fruit based on freshness and seasonal availability.
- Different fruits require different storage methods.
- Fruits can be prepared and served in a variety of ways preserving colors, textures, flavors, and nutrients.

Essential Questions:

- What are the five food groups?
- What is “My Plate”?
- What are the segments of “My Plate”?
- How many servings per segment of “My Plate” are recommended per day?
- How are the suggested servings of “My Plate” computed?
- How can “My Plate” guide an individual to personal healthy food choices?
- What are the Dietary Guidelines?
- How does age, gender, and physical activity influence the recommended caloric consumption?
- What is the importance of nutrients for our bodies?
- What are the six major nutrients and what basic functions do they provide?
- How can people benefit from healthy habits and good nutrition?
- How are vegetables identified, selected, used and stored?
- What are the ways that vegetables are prepared?
- How does cooking affect vegetables?
- What nutrients do vegetables provide?
- How do you identify different types of fruits?
- What factors should you consider when choosing fresh fruits for quality?
- How do you store fresh fruits to assure freshness?
- How do you prepare and serve fruits?
- How does cooking affect textures, colors, flavors, and nutrients?

Evidence of Learning (Assessments)

- Self assessments
- Peer assessments
- Knife competency/safety assessments
- Individual cooking activities
- Ongoing formative assessments during group projects
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes within cooking labs
- Final product assessments
- Culinary technique assessments

Objectives (SLO)

Students will know:

- The five food groups.
- The five segments of "My Plate" food guide.
- How to develop a personal eating plan.
- Calorie consumption is based on age, gender, and physical activity level.
- The portions of food consumed must be compared to recommended servings.
- How the Dietary Guidelines promote good health for Americans.
- The functions and sources of the six major nutrients.
- How to identify and choose healthy food options.
- The different forms that vegetables are available to be purchased.
- What to look for when selecting fresh, frozen or canned vegetables.
- How to prepare a variety of vegetables to maintain nutrients, texture, color and flavor.
- The nutrients that are in a variety of vegetables.
- How to identify fruit by their structures and origins.
- How to identify quality when selecting fresh fruits.
- How to store ripened and unripened fruits.
- Fruits come in convenient forms and have many uses in meal planning.
- The proper steps to follow when preparing fresh fruits for serving.
- How to prepare and cook fruits preserving colors, textures, flavors, and nutrients.

Students will be able to:

- Prepare a healthy meal incorporating the five food groups.
- Identify the food groups in a recipe.
- Create a personal dietary plan.
- Demonstrate healthy cooking skills in the laboratory.
- Apply principles of safety and sanitation in the laboratory.
- Name the six major nutrients, describe their functions, and list sources of each.
- Prepare nutritious products by incorporating the macro and micro nutrients.
- Incorporate a variety of food groups to maximize nutritional profile of a product.
- List the forms that vegetables are available for purchase.
- Explain how vegetables can be used in meals.
- Demonstrate a variety of knife skills and cooking techniques used in the preparation of vegetables.
- Describe the nutrients and health benefits found in vegetables.
- Apply principles of safety and sanitation in the laboratory.
- Identify the six major types of fruits.
- Explain the factors to consider when selecting fresh fruits.
- Explain how to store fresh fruits.
- Identify the types and uses of convenience forms of fruits.
- Demonstrate the proper way to prepare fruits for serving.
- Demonstrate methods for cooking fruits.
- Apply principles of safety and sanitation .
- Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
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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.
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