

CURRICULUM

FOR

COOKING

TECHNIQUES

GRADES 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Susan A. Martino

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Cooking Techniques
Grades: **11-12**

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

Cooking Techniques: Grade(s): 11-12

PACING GUIDE

Unit	Title	Pacing
1	Frying	4 weeks
2	Dry-Heat Cooking	4 weeks
3	Baking	4 weeks
4	Bread Baking	4 weeks
5	Homemade Pasta	4 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing.

- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Culinary Arts - Cooking Techniques

Unit Title: Frying

Target Course/Grade Level: Cooking Techniques/11-12

Unit Summary: In this unit, students will learn about frying - deep frying, pan frying, stir frying, oven frying. Students will learn the difference between frying and sauteing. Safety in the kitchen and safety in frying will be emphasized. Healthy frying will be taught as well as traditional “not so healthy” frying. Students will learn about different oils, the difference in them, how to select the proper oil and method for their food preparation. As always, cleanliness, avoiding cross contamination, and sanitation are emphasized.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: 21st Century Life and Career Skills

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership, and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP12.** Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 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.3:** Select and process food products for storage, distribution, and consumption.
- 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.3:** Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 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.
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections and Standards:

- NJSLS for Mathematics: Quantities N -Q.** Reason quantitatively and use units to solve problems
- NJSLS for Mathematics: The Complex Number System N -CN.** Perform arithmetic operations with complex numbers.
- CCSS.ELA-Literacy.RST.11-12.3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CCSS.ELA-Literacy.RST.11-12.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Different cooking methods make the same food taste different.
- Cooking food in oil or melted fat applies heat through convection and conduction.
- There are many different ways to cook foods in fat.
- Animal fats have low smoking points; vegetable oils have high smoking points.
- Preparing food isn’t only about taste; it is also about being healthy.

Unit Essential Questions:

- What are the different methods of frying foods?
- What is the difference between frying and sauteing?
- What is the difference between deep frying and pan frying?
- What are healthier ways of frying?

- What advantages does a wok have over a skillet?
- What should the order of ingredients be for stir-frying?
- Which fats are best for which applications?
- What is a smoking point?
- What foods work best for the different applications?
- What is air frying?
- What safety procedures need to be followed when frying?

Knowledge and Skills:

Students will know...

- The different appliances and tools needed to properly fry foods.
- The proper way to prepare food for different types of frying.
- How to select the proper pan based on the frying method.
- Different fats have different smoking points and how that affects the food and kitchen environment.
- How to properly dispose of used cooking oil.
- That it is advantageous to save used cooking oil.
- How long cooking oil can be saved.
- How to manage their time when cooking.
- The proper way to stir-fry foods.
- The proper way to sauté foods.
- The safe way to deep fry foods.

Students will be able to...

- Prepare chicken in different ways.
- Prepare sweet breads in different ways.
- Prepare vegetables in different ways.
- Prepare potatoes in different ways.
- Fry foods in a healthier manner.
- Work together to prepare a meal.
- Work together to maintain an efficiently run kitchen.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
 - Student Work Samples (from labs)
 - Quizzes

- **Summative/Benchmark:**
 - Objective question quizzes and tests
 - Short Answer quizzes and tests
 - Projects (Final Products)
 - Culinary Cook Off (Final Exam)

- **Alternative Assessments:**
 - Performance-Based Assessments
 - Rubrics
 - Portfolio
 - Notebook
 - Modified reading, writing, and speaking assignments that align to student strengths, needs, IEPs, and/or 504 Plans

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modelling, individual one-on-one coaching as needed, and group work - working together as a team to produce a desired result. Individual Education Plans (IEP) will be followed per student needs as follows:
 - Reword and repeat directions as noted in 504 or IEP
 - Clarification of directions as noted in 504 or IEP

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- Preferential seating
- Spelling should not detract from grade on in-class assignments, tests, and quizzes
- Allow extra time for the student to process information before requiring a response
- Provide frequent checks for understanding
- Provide example problems as a guide
- Provide frequent checks on the organization of notebook and classroom materials

RESOURCES

Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
- Field Trips
- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high-speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: Culinary Arts - Cooking Techniques

Unit Title: Dry-Heat Cooking

Target Course/Grade Level: Cooking Techniques/11-12

Unit Summary: In this unit, students will learn about different dry-heat cooking methods. Students will learn the difference between roasting and baking. They will be exposed to grilling, albeit indoors. Safety in the kitchen and safety in using a broiler and grill will be emphasized. Healthy cooking methods will be emphasized. Students will learn about different ways to season food before cooking, such as marinating and brining. As always, cleanliness, avoiding cross contamination, and sanitation are emphasized.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: 21st Century Life and Career Skills

- CRP1.** Act as a responsible and contributing citizen and employee.
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- CRP3.** Attend to personal health and financial well-being.
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- CRP10.** Plan education and career paths aligned to personal goals.
- CRP12.** Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, and Key Skills:

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- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 9.3.12.AG-FD.1:** Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
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- 9.3.HT-RFB.10:** Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
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NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Dry-heat cooking is cooking food uncovered without added liquid or fat.
- Dry-heat cooking gives food a crisp brown crust with a distinctive flavor, while the inside remains moist and tender.
- Dry-heat cooking also helps retain water-soluble vitamins.
- The word “Roasting” is mostly used for meats and poultry (sometimes vegetables).
- The word “Baking” is more often used for vegetables, fruits, casseroles, fish, and baked goods such as cakes.
- Baking can cause some food to lose moisture.

Unit Essential Questions:

- What are the different types of dry-heat cooking?

- What is the difference between roasting and baking?
- Why is moisture lost as food bakes?
- What is the difference between broiling and grilling?
- Which foods lend themselves best for broiling?
- Which foods lend themselves best for grilling?
- How do you keep food from sticking to the pan?
- How do you avoid grease fires when broiling/grilling?

Knowledge and Skills:

Students will know...

- The different appliances and tools needed in dry-heat cooking.
- How to roast meat.
- The health benefits of roasting vegetables.
- How to roast vegetables.
- Which cuts of meat are better for roasting.
- Which cuts of meat are better for broiling.
- How to make a marinade.
- How to brine meat.
- How to use an indoor grill.
- How to manage their time when cooking.

Students will be able to...

- Roast meat and poultry.
- Bake meat and poultry.
- Roast vegetables .
- Grill meat and poultry.
- Prepare a meal with protein and vegetables.
- Work together to prepare a meal.
- Work together to maintain an efficiently run kitchen.

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
 - Student Work Samples (from labs)
 - Quizzes

- **Summative/Benchmark:**

- Objective question quizzes and tests
- Short Answer quizzes and tests
- Projects (Final Products)
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- **Alternative Assessments:**

- Performance-Based Assessments
- Rubrics
- Portfolio
- Notebook
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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modelling, individual one-on-one coaching as needed, and group work - working together as a team to produce a desired result. Individual Education Plans (IEP) will be followed per student needs as follows:
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 - Allow extra time for the student to process information before requiring a response
 - Provide frequent checks for understanding
 - Provide example problems as a guide
 - Provide frequent checks on the organization of notebook and classroom materials

Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
- Field Trips
- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high-speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: Culinary Arts - Cooking Techniques

Unit Title: Baking

Target Course/Grade Level: Cooking Techniques/11-12

Unit Summary: In this unit, students will learn the principles of baking cakes, quick breads, pastry, and savory dishes such as casseroles. As always, cleanliness, avoiding cross contamination, and sanitation are emphasized.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: 21st Century Life and Career Skills

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Unit Understandings:

Students will understand that...

- There are different types of flours for different purposes.
- Gluten is very important in baking.
- Flours can be bleached which affects their performance.
- There is a certain method to mixing a batter properly to ensure quality results.
- Baking is a science.
- There is a difference between batters and doughs.
- There are different types of leaveners.
- Fats play a role in baking.
- Every oven is different and will give you different results.
- Casseroles are a great means of stretching ingredients and making delicious dinners.
- Choosing the proper pan/baking dish makes a difference in the success of the dish.

Unit Essential Questions:

- What are the different types of flours?
- What is gluten?
- What is a leavener?
- How do baking soda and baking powder leaven?
- What is a quick bread?
- What is proofing?
- What are the different types of yeast?
- How do sweeteners differ from each other?
- What is the role of eggs in baking (both cakes and casseroles)?
- How is a pan prepared for baking a cake?
- What combinations of ingredients make a good casserole?
- What is a binder?

Knowledge and Skills:

Students will know...

- Which flour works best for which application.
- The role gluten plays in baking.
- The difference between chemical leaveners and biological leaveners.
- How to use yeast.
- What the difference is between pour batters and drop batters.
- What the difference is between soft doughs and stiff doughs.
- Casseroles can be both sweet or savory.
- That acid ingredients need baking soda.
- How to manage their time in the kitchen.

Students will be able to...

- Prepare different types of batters - pour and drop.
- Prepare different types of doughs - soft and stiff.
- Combine different ingredients to make a casserole.
- Employ proper mixing technique to make a moist cake.
- Distinguish between quick breads and yeast breads.
- Prepare delicious desserts.
- Prepare a one-dish meal with protein and vegetables in a casserole.
- Work together to prepare a meal.
- Work together to maintain an efficiently run kitchen.

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

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UNIT OVERVIEW

Content Area: Culinary Arts - Cooking Techniques

Unit Title: Bread Baking

Target Course/Grade Level: Cooking Techniques/11-12

Unit Summary: In this unit, students will learn bread baking. Students will learn the science of yeast and how it is used in baking bread. As always, cleanliness, avoiding cross contamination, and sanitation are emphasized.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: 21st Century Life and Career Skills

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership, and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP12.** Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 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.3:** Select and process food products for storage, distribution and consumption.
- 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.3:** Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 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.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections and Standards:

NJSLS for Mathematics: Quantities N -Q. Reason quantitatively and use units to solve problems

NJSLS for Mathematics: The Complex Number System N -CN. Perform arithmetic operations with complex numbers.

CCSS.ELA-Literacy.RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-Literacy.RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- There are two major types of breads: yeast breads and quick breads.
- The two types of breads are prepared using different methods.
- Yeast is alive and must be handled properly for it to be effective.
- Temperature is critical in making bread dough.
- Kneading develops a strong gluten structure.
- Bread dough needs to rise.
- Fermentation not only contributes to the structure of bread but to the taste.

Unit Essential Questions:

- What nutrients are found in bread?
- What is a starter?
- How does using a starter affect the flavor of bread?
- Why is sourdough bread often made with starter rather than conventional yeast?

- What is fermentation?
- What temperature should water be when dissolving yeast?
- What is the difference between the conventional method of bread-making and the quick-mix method?
- What is kneading?
- What effect does punching down the dough have on the texture of bread?
- Why are some loaves cut with a knife or a scissor before baking?

Knowledge and Skills:

Students will know...

- How yeast works.
- The role carbon dioxide plays in bread dough.
- How to proof yeast.
- The proper environment that enables bread to rise properly.
- How to form loaves.
- How to knead bread dough.
- The difference between biscuits and yeast rolls.
- There are five basic categories of bread.
- The difference between batter breads and basic white breads.
- How to tell when bread is done baking.

Students will be able to...

- Bake bread from scratch.
- Form loaves in different shapes.
- Make a sourdough starter.
- Properly knead and punch down dough.
- Make dinner rolls and biscuits.
- Choose the best flour for the bread they want to make.
- Work together to maintain an efficiently run kitchen.

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
 - Student Work Samples (from labs)
 - Quizzes

- **Summative/Benchmark:**

- Objective question quizzes and tests
- Short Answer quizzes and tests
- Projects (Final Products)
- Culinary Cook Off (Final Exam)

- **Alternative Assessments:**

- Performance-Based Assessments
- Rubrics
- Portfolio
- Notebook
- Modified reading, writing, and speaking assignments that align to student strengths, needs, IEPs, and/or 504 Plans

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modelling, individual one-on-one coaching as needed, and group work - working together as a team to produce a desired result. Individual Education Plans (IEP) will be followed per student needs as follows:
 - Reword and repeat directions as noted in 504 or IEP
 - Clarification of directions as noted in 504 or IEP
 - Extended time on tests and written work as requested by the student and as noted in 504 or IEP
 - Take exams in small groups as noted in 504 or IEP
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 - Spelling should not detract from grade on in-class assignments, tests, and quizzes
 - Allow extra time for the student to process information before requiring a response
 - Provide frequent checks for understanding
 - Provide example problems as a guide
 - Provide frequent checks on the organization of notebook and classroom materials

Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
- Field Trips
- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high-speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: Culinary Arts - Cooking Techniques

Unit Title: Fresh Pasta

Target Course/Grade Level: Cooking Techniques/11-12

Unit Summary: In this unit, students will learn how to make pasta from scratch. They will learn how to make stuffed pasta such as ravioli as well as fettuccine and cavatelli. They will learn how to make pasta frolla and use that for making both sweet and savory Italian pastry. This unit helps the students as they segue into International Foods and begin with Italian food. As always, cleanliness, avoiding cross contamination, and sanitation are emphasized.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

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Unit Understandings:

Students will understand that...

- Simple homemade pasta only needs four ingredients.
- While there are many fancy appliances and gadgets to help make pasta, they are not necessary.
- There are different types of flour that can be used in making pasta.
- Fresh pasta is a healthier and more delicious option than buying commercially made dried pasta.
- Fresh pasta only takes minutes in boiling water.

Unit Essential Questions:

- What are the benefits of the different types of flours to make pasta?
- Why is the shape of the pasta noodle important?
- What function do the different shapes perform?
- What are the best sauces to make for pasta?

- Can pasta be made without eggs (vegan)?

Knowledge and Skills:

Students will know...

- What 00 flour is and how it is best used.
- All pasta can be made simply with all-purpose flour.
- What semolina flour is and how it is best used.
- How to recognize when pasta dough needs more or less water.
- How to freeze fresh pasta for later use.
- The purpose of the different shapes of pasta.
- That pasta frolla makes a sturdy crust for both sweet and savory baking.

Students will be able to...

- Make basic pasta shapes such as fettuccine and cavatelli.
- Make a filled pasta such as ravioli.
- Ravioli can be filled with anything.
- Knead pasta dough by hand.
- Use a KitchenAid to make pasta.
- Use a manual pasta roller.
- Make simple sauces to serve with pasta.
- Make torta rustica - a savory filled pastry.
- Work together to maintain an efficiently run kitchen.

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
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Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
- Field Trips
- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high-speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, pasta roller, various kitchen utensils and tools