

CURRICULUM

FOR

INTRODUCTION TO

CULINARY ARTS

GRADES 10-12

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

ACKNOWLEDGMENTS

Tiffany Beer, Director of Curriculum & Instruction

John Perillo, Supervisor of Special Subject Areas

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

Susan Martino

Subject/Course Title:

Introduction to Culinary Arts

Grades 10-12

Date of Board Adoptions:

March 17, 2020

Introduction to Culinary Arts

PACING GUIDE

Unit	Title	Pacing
1	Safety & Sanitation	2 weeks
2	Culinary Essentials	2 weeks
3	Eggs	4 weeks
4	Quick Breads	4 weeks
5	Pastry	4 weeks
6	Poultry	4 weeks
7	Meat	4 weeks
8	Fruits, Vegetables, & Legumes	4 weeks
9	Grains	4 weeks
10	Dairy	4 weeks
11	Cakes	4 weeks

ACCOMMODATIONS

504 Accommodations:

- 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.

IEP Accommodations:

- 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.

Gifted and Talented Accommodations:

- 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.
- Increase number and complexity of sources.

ELL Accommodations:

- 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.

- 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.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 1 Title: Safety & Sanitation

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 1 Summary: Proper safety procedures and personal cleanliness standards help prevent accidents and health hazards in the kitchen. Proper sanitation will prevent foodborne illness as a result of cross contamination which occurs when disease causing elements are transferred from one contaminated surface to another. Personal cleanliness, careful ingredient preparation, food storage, and proper cooking methods will be taught.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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.

Interdisciplinary Connections and Standards:

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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

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

- RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unit Understandings:

- Students will understand what a fire blanket is, how to properly use it, and how to use a fire extinguisher.
- Students will understand how to detect hazards and carry out safety practices to prevent accidents in the kitchen.
- Students will understand that working cooperatively with others promotes safety in the kitchen.
- Students will understand how to identify conditions that increase bacterial growth and symptoms of foodborne illness.
- Students will understand what food-borne illnesses are, and that they may include: Salmonella, Campylobacter, E. Coli 0158:H7, and Listeria.

Unit Essential Questions:

- Why is personal safety and sanitation important?
- How can I prevent accidents in the kitchen?
- Why are food handling techniques an important part of food preparation?
- What is contamination?
- Why is bacteria found in food dangerous to one's health and well-being?
- How do we prevent bacteria from spreading/multiplying?

Knowledge and Skills:

- Students will be able to use sanitary and personal cleanliness guidelines.
- Students will be able to organize and maintain a clean work station.
- Students will be able to use safety precautions while operating a kitchen range, electrical appliances, cutting tools, and all additional equipment found in a kitchen.
- Students will be able to handle food safely to prevent foodborne illness.
- Students will be able to identify symptoms of foodborne illness.
- Students will be able to define various types of food-borne illness.
- Students will learn about the roles typically found in kitchens, such as executive chef, sous chef, dishwasher, etc., in learning how these roles function in a working kitchen, students gain a better understanding of how they could begin a career in the Culinary Arts field, starting at the entry level prep cook.

- Students also learn that entering the field of Culinary Arts can lead to varied career paths, from caterer to test kitchen chef, food writer to Family and Consumer Science teacher.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:
 - a. Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
 - b. Diagnostic evaluation that determines the student's level of proficiency which occurs in the beginning of the term.
 - c. Student Work Samples (from labs)
 - d. Writing prompts
 - e. Quizzes
2. Summative/Benchmark:
 - a. Objective question quizzes and tests.
 - b. Short Answer quizzes and tests.
 - c. Projects (Final Products)
3. Alternative Assessments
 - a. Performance-Based End of Unit Assessments
 - b. Portfolios
 - c. 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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- Address individual needs as noted in 504 or IEP
- 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
- Provide oral as well as written instructions/directions

RESOURCES

Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 2 Title: Culinary Essentials

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 2 Summary: The keys to achieving good results in food preparation are to measure the ingredients properly and accurately and to follow the techniques called for in a recipe. In order to understand and follow recipes correctly, you must learn the accepted abbreviations/equivalents and substitutions. Major and small appliances contribute to the ease of food preparation if they are used and maintained properly.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

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

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Interdisciplinary Connections and Standards:

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Unit Understandings:

- Students will understand the proper use and operation of equipment and appliances in a kitchen.
- Students will understand the importance of measuring and following a recipe accurately to achieve reliable results.
- Students will understand kitchen math/abbreviations and equivalents.
- Students will understand the meaning of culinary terminology used.
- Students will understand what information is provided on food product/nutrition labels.
- Students will understand basic construction of knives, proper knife use, storage, and techniques.
- Students will understand how to select hand tools for specific tasks.
- Students will understand techniques of mixing, techniques of cutting, and techniques of cooking.
- Students will understand the importance of creating a time-work plan before preparing a recipe.

Unit Essential Questions:

- Why are recipes important?
- Will the outcome of a recipe be affected by proper use of small tools and appliances?
- How will correct/incorrect measurements affect the outcome of the final product?
- Why is understanding the terms of cookery techniques important in following a recipe?
- What are the purposes of common small wares used in the kitchen?
- What is the difference between measuring by volume versus measuring by weight?

Knowledge and Skills:

- Students will be able to identify, take care of, and properly use equipment and appliances needed for a functional kitchen.
- Students will be able to read and interpret the format and common terminology of a recipe.
- Students will be able to know the standard sizes of measuring cups and spoons.
- Students will be able to measure dry and liquid ingredients appropriately.
- Students will be able to demonstrate the importance of using *Mise En Place* in lab work.
- Students will be able to select appropriate knives for specific tasks.
- Students will be able to perform basic cutting techniques such as slicing, dicing, and mincing.
- Students will be able to complete a time-work plan before preparing a recipe.

EVIDENCE OF LEARNING

Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:
 - a. Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
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Learning Activities:

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- Provide example problems as a guide
- Provide frequent checks on the organization of notebook and classroom materials
- Provide oral as well as written instructions/directions

RESOURCES

Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)
Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 3 Title: Eggs

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 3 Summary: Anatomy of the egg - yolk, albumen, chalaza, air cell; uses of eggs - binder, emulsifier, leavening agent; nutritional components; storage; techniques for proper cooking; how chickens are raised for commercial egg production.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
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Interdisciplinary Connections and Standards:

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Unit Understandings:

- Students will understand what the parts of an egg are.
- Students will understand how to determine freshness and ways to prevent premature aging.
- Students will understand the methods and procedures for proper cooking.
- Students will understand how eggs are used in food preparation.
- Students will understand the nutrient contribution of eggs.

Unit Essential Questions:

- How does an egg's age affect its quality?
- What factors determine the grade of an egg; what does the grade say about quality and freshness?
- What are the nutritional attributes of eggs?
- What happens to eggs if they become overcooked?
- What is the best way to store eggs?

Knowledge and Skills:

- Students will be able to properly prepare eggs in a variety of ways.
- Students will be able to understand the voluntary egg grading system
- Students will be able to understand factors contributing to evaluating freshness.
- Students will be able to identify parts of an egg and understand the structure and basic characteristics of an egg.
- Students will be able to understand the diversity of using eggs in cooking.

	ASSESSMENT	
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Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:

- a. Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
- b. Diagnostic evaluation that determines the student's level of proficiency which occurs in the beginning of the term.
- c. Student Work Samples (from labs)
- d. Writing prompts
- e. Quizzes

2. Summative/Benchmark:
 - a. Objective question quizzes and tests.
 - b. Short Answer quizzes and tests.
 - c. Projects (Final Products)
3. Alternative Assessments
 - a. Performance-Based End of Unit Assessments
 - b. Portfolios
 - c. 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:

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- Provide example problems as a guide
- Provide frequent checks on the organization of notebook and classroom materials
- Provide oral as well as written instructions/directions

	TEACHER RESOURCES	
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Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 4 Title: Quick Breads

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 4 Summary: Quick breads are those baked products that can be served at breakfast, at lunch, or with dinner.. They don't require a lot of time or equipment to produce and can be made quickly. There are three types of quick breads: poured batters - those that are thin in consistency, these can be "poured" from the mixing bowl; drop batters - those that are fairly thick and need to be scraped from the bowl into the baking pan; and soft dough - is thick enough to roll and shape by hand. Quick breads rise when carbon dioxide is released due to the addition of baking powder and baking soda. Preparing and cooking food cause physical and chemical changes to take place in the food. Use the proper kitchen tools/equipment to prepare foods successfully. Recipes can provide the cook with a wide variety of information.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
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Unit Understandings:

- Students will understand the characteristics of quick breads.
- Students will understand how quick bread dough differs from batters.
- Students will understand the functions of the ingredients used in making quick breads.
- Students will understand baking powder is double-acting and begins to release carbon dioxide when combined with a liquid, and stage two when the quick bread is placed in the oven.
- Students will understand that baking soda requires the addition of a food acid.
- Students will understand how to differentiate between chemical and natural leavening agents.
- Students will understand the methods of mixing.
- Students will understand the changes that take place during baking.
- Students will understand the nutrient contribution of quick breads.
- Students will understand how to check for doneness of a baked product / proper cooling.

Unit Essential Questions:

- How is science related to cooking and baking?
- How do the leavening agents, baking powder and baking soda, work in baked products?
- Why is it important not to overmix a quick bread batter?
- How is gluten developed in quick breads in comparison to yeast breads?
- What type of ingredients can be added to alter the flavor of quick breads and also make them healthier?
- Why are recipes useful?
- What are the basic methods of mixing quick breads?
- How does the mixing method affect the outcome of various quick breads?
- What is the function of flour when making quick breads?

Knowledge and Skills:

- Students will be able to prepare quality quick breads by following a recipe.

- Students will be able to demonstrate the cutting-in technique used in the biscuit method of mixing.
- Students will be able to demonstrate the creaming and blending methods of mixing.
- Students will be able to sift dry ingredients properly and combine with wet ingredients.
- Students will be able to prepare a loaf pan properly for quick loaf breads.
- Students will be able to test a quick bread for doneness.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

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Learning Activities:

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- Address individual needs as noted in 504 or IEP
- 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
- Provide oral as well as written instructions/directions

	RESOURCES	
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Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 5 Title: Pastry

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 5 Summary: In pastry making, the ingredients and preparation of the basic dough are simple, yet the many variations on forming and filling the dough give the pastries almost limitless possibilities. These techniques can be applied to savory dishes as well.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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.

Interdisciplinary Connections and Standards:

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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

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

- RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unit Understandings:

- Students will understand the basic terminology as it relates to pastry making.
- Students will understand the function/reactions of ingredients commonly used in baking.
- Students will understand the principles of making pastry.
- Students will understand the various types of crusts used in pies and tarts.
- Students will understand the difference between a pate brisee and pate sucee - pie crust doughs vs. tart doughs.
- Students will understand the methods of mixing and handling the dough.
- Students will understand the various types of fillings - savory and sweet - and the principles used to thicken them, if needed.
- Students will understand baking techniques and pan use.
- Students will understand the uses of pastry in meal planning.
- Students will understand proper storage of pies/tarts as it relates to the fillings.
- Students will understand the various convenience forms of pastry products on the market.

Unit Essential Questions:

- What is the difference between a pie and a tart?
- How do different types of fats used yield different types of pastry products?
- What are the various types of bakeware used for pies and tarts and why is there a difference?
- Why is it important not to overwork pie dough?
- Why is the temperature of the pie dough important before rolling?
- What is the importance of the temperature of the liquid used as it relates to the fat in pastry dough?
- Why are pie and tart shells typically weighted down during baking?
- What is the purpose of using an egg wash on pie crusts?
- Why must pie filling be properly thickened and paired with the appropriate pie crust?
- Which fruits are poor choices for a fruit tart?
- What product is used to keep the fruit decoration in place and prevent fruit tarts from drying out?
- How are the various methods of mixing used in pastry making?

Knowledge and Skills:

- Students will be able to define various pastry terms.
- Students will be able to perform the steps needed to properly mix the dough to prevent overmixing and overworking the dough.
- Students will be able to demonstrate the technique of cutting-in.
- Students will be able to prepare quality dough for pies and tarts.
- Students will be able to properly use a rolling pin and roll dough to the proper dimension to fit the pan.
- Students will be able to demonstrate fluting techniques for a creative and decorative edge.
- Students will be able to blind bake a pie shell.
- Students will be able to prepare a single, double, and lattice pie crust.
- Students will be able to prepare fruit fillings, cream, chiffon, and savory fillings properly.
- Students will be able to properly thicken fillings, if needed.
- Students will be able to identify care and storage principles for all pastry products.
- Students will be able to compare and contrast the cost, nutritional content, preparation and taste of convenience forms of pastry products versus homemade.
- Students will be able to demonstrate the proper storage techniques depending upon the variety prepared.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:
 - a. Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
 - b. Diagnostic evaluation that determines the student's level of proficiency which occurs in the beginning of the term.
 - c. Student Work Samples (from labs)
 - d. Writing prompts
 - e. Quizzes
2. Summative/Benchmark:
 - a. Objective question quizzes and tests.
 - b. Short Answer quizzes and tests.
 - c. Projects (Final Products)
3. Alternative Assessments
 - a. Performance-Based End of Unit Assessments
 - b. Portfolios
 - c. 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
- Modify exams based on individual needs noted in 504 or IEP
- Address individual needs as noted in 504 or IEP
- 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
- Provide oral as well as written instructions/directions

	RESOURCES	
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Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 6 Title: Poultry

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 6 Summary: Poultry makes up a large part of the American diet. There are different types of poultry products that will be utilized. Topics include FDA inspection regulations, grading processes, hormones and antibiotics, industrial farming practices, food-borne illnesses associated with improper handling, safe handling of fresh, frozen, and ready-prepared chicken; parts of chicken or other poultry, proper cooking techniques for a variety of cuts, how to determine doneness, and culinary terminology and techniques used in recipes.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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.

Interdisciplinary Connections and Standards:

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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

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

- RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unit Understandings:

- Students will understand how to safely handle all poultry products.
- Students will understand why not to wash poultry.
- Students will understand the different cuts and types of poultry products.
- Students will understand free range vs. factory-farmed chickens.
- Students will understand the proper cooking techniques for a variety of poultry products.
- Students will understand FDA inspection and grading processes.
- Students will understand how much protein is in poultry and compare it to plant protein.

Unit Essential Questions:

- What types of poultry products are available to consumers?
- How are poultry products inspected and what is the purpose of FDA inspections?
- How can changes in policy affect ways in which government agencies inspect poultry products?
- Why is it important to follow safe handling and cooking practices when preparing poultry products?
- What is the safest way to store poultry products?
- How do you safely defrost poultry products?
- Why do you never wash poultry products?
- How healthy is it to consume poultry?
- How much protein is in poultry and how does it compare to plant protein?

Knowledge and Skills:

- Students will be able to perform safe handling procedures when using raw and cooked poultry products.
- Students will be able to understand and perform correct cooking techniques using a variety of poultry products.
- Students will be able to identify FDA regulations regarding inspections and grading of poultry.
- Students will be able to understand the benefit of eating free-range poultry products.
- Students will be able to identify pitfalls in the factory farming system now utilized by most poultry producers in the US.
- Students will be able to identify adverse health factors when consuming too many animal products.
- Students will be able to effectively manage time to complete lab activity.
- Students will be able to determine doneness for poultry products.

- Students will be able to identify culinary terminology associated with poultry cooking.

EVIDENCE OF LEARNING

Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:
 - a. Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
 - b. Diagnostic evaluation that determines the student's level of proficiency which occurs in the beginning of the term.
 - c. Student Work Samples (from labs)
 - d. Writing prompts
 - e. Quizzes
2. Summative/Benchmark:
 - a. Objective question quizzes and tests.
 - b. Short Answer quizzes and tests.
 - c. Projects (Final Products)
3. Alternative Assessments
 - a. Performance-Based End of Unit Assessments
 - b. Portfolios
 - c. 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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- Take exams in small groups as noted in 504 or IEP
- Modify exams based on individual needs noted in 504 or IEP
- Address individual needs as noted in 504 or IEP
- 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
- Provide oral as well as written instructions/directions

RESOURCES

Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 7 Title: Meat

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 7 Summary: Meat makes up a large part of the American diet. There are different cuts of meat and different types of products that will be utilized. Topics include FDA inspection regulations, grading processes, hormones and antibiotics, industrial farming practices, food-borne illnesses associated with improper handling, safe handling of fresh, frozen, and ready-prepared meat; proper cooking techniques for a variety of cuts, how to determine doneness, why are certain cuts of meat more expensive than others, protein content in meat, and culinary terminology and techniques used in recipes.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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.

Interdisciplinary Connections and Standards:

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

- RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unit Understandings:

- Students will understand how to safely handle fresh/frozen meat products.
- Students will understand the different cuts and types of meat products.
- Students will understand the proper knife skills necessary for proper cutting of meat products.
- Students will understand the proper cooking techniques for all types of meat.
- Students will understand the importance of protein and compare animal protein to plant protein.
- Students will understand FDA inspection and grading processes.

Unit Essential Questions:

- What types of meat products are available to consumers?
- How are meat products inspected and what is the purpose of FDA inspections?
- How can changes in policy affect ways in which government agencies inspect meat products?
- Why is it important to follow safe handling and cooking practices when preparing meat products?
- What is the safest way to store raw meat?
- How do you safely defrost meat products?
- What is carry-over cooking?
- Why is it important to allow meat to rest before slicing/eating?
- How healthy is it to consume meat?
- How much protein is in meat products and how does it compare to plant protein?

Knowledge and Skills:

- Students will be able to perform safe handling procedures when using raw and cooked meat products.
- Students will be able to understand and perform correct cooking techniques using a variety of meat products.
- Students will be able to identify FDA regulations regarding inspections and grading of meat.
- Students will be able to understand the benefit of eating sustainably raised meat products.

- Students will be able to identify pitfalls in the factory farming system now utilized by most meat producers in the US.
- Students will be able to identify adverse health factors when consuming too many animal products.
- Students will be able to effectively manage time to complete lab activity.
- Students will be able to determine doneness for meat products.
- Students will be able to identify culinary terminology associated with meat cooking.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:
 - a. Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
 - b. Diagnostic evaluation that determines the student's level of proficiency which occurs in the beginning of the term.
 - c. Student Work Samples (from labs)
 - d. Writing prompts
 - e. Quizzes
2. Summative/Benchmark:
 - a. Objective question quizzes and tests.
 - b. Short Answer quizzes and tests.
 - c. Projects (Final Products)
3. Alternative Assessments
 - a. Performance-Based End of Unit Assessments
 - b. Portfolios
 - c. 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:

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- Address individual needs as noted in 504 or IEP
- Preferential seating
- Spelling should not detract from grade on in-class assignments, tests, and quizzes
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- Provide frequent checks for understanding
- Provide example problems as a guide
- Provide frequent checks on the organization of notebook and classroom materials

- Provide oral as well as written instructions/directions

	RESOURCES	
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Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 8 Title: Fruits, Vegetables, & Legumes

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 8 Summary: Eating a variety of colorful fruits and vegetables promotes good health and wellness, helps prevent disease, and is a worthwhile goal. If your diet is lacking fruits and vegetables, it can negatively affect your health. People who eat more generous amounts of fruits and vegetables as part of a healthy diet are likely to have reduced risk of chronic diseases, including strokes, type 2 diabetes, some types of cancer, and perhaps heart disease and high blood pressure. The art of cooking and baking combined with informed nutritional food choices sets the foundation for healthy living and wellness. Due to the epidemics of diabetes, heart disease, and cancer which run rampant in American culture, doctors are advocating eating a plant-based, whole-foods diet, made up of a variety of vegetables, fruits, grains, and legumes. Animal products should be kept to a minimum; not to make up more than 10% of diet. Flavorful meatless recipes are explored. The health benefits are explored.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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.

Interdisciplinary Connections and Standards:

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

- RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unit Understandings:

- Students will understand the key nutrients in foods and their function in the body.
- Students will understand the healthy reasons to eat a rainbow of colorful fruits and vegetables.
- Students will understand the quality characteristics of fresh, frozen, canned, and dried fruits.
- Students will understand various methods of moist and dry cooking methods.
- Students will understand how to select fresh, high-quality fruits and vegetables and store them in a way that maintains this quality to ensure fresh, flavorful dishes.
- Students will understand that plants are a major source of protein and are much healthier to eat than animal products.
- Students will understand the composition of a whole-foods, plant-based diet.
- Students will understand the proper knife skills necessary for proper cutting of vegetables/fruits.
- Students will understand how to prepare delicious oven roasted vegetables.
- Students will understand the importance of protein and compare animal protein to plant protein.
- Students will understand how to substitute mushrooms, tofu, and legumes in a recipe to replace meat.

Unit Essential Questions:

- How is our wellness affected by our daily food choices?
- How can fruit and vegetable consumption protect human health?
- How can understanding cooking techniques help retain the maximum amount of nutrients in food?
- How can your health be affected if you don't consume enough calcium rich foods?
- Why should we consider a "colorful" diet when making food choices daily?
- Why is it prudent to work with seasonal fruits and vegetables that are in season?
- What are the benefits of eating a whole-foods, plant-based diet?
- How does one eliminate the meat and still make a hearty dish?
- Why is dairy detrimental to humans and what are the effects of too much dairy on the body?
- What are calcium-rich foods besides dairy?
- How much protein is in plants?

Knowledge and Skills:

- Students will be able to identify the My Plate food groups, and the nutrient contribution of each.
- Students will be able to follow safe handling techniques with fresh fruits and vegetables to avoid cross contamination.
- Students will be able to use separate cutting boards for cutting up fresh produce and for meat.
- Students will be able to use a vegetable peeler/corer.
- Students will be able to demonstrate how to cook fruits and vegetables to preserve vitamins and minerals.
- Students will be able to prepare a variety of recipes using fruits, vegetables, and legumes.
- Students will be able to use a vegetable steamer correctly.
- Students will be able to understand and perform correct cooking techniques for vegetables and legumes.
- Students will be able to understand the benefit of eating a whole-foods, plant-based diet.
- Students will be able to identify adverse health factors when consuming too many animal products.
- Students will be able to effectively manage time to complete lab activity.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:

- a. Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
- b. Diagnostic evaluation that determines the student's level of proficiency which occurs in the beginning of the term.
- c. Student Work Samples (from labs)
- d. Writing prompts
- e. Quizzes

2. Summative/Benchmark:

- a. Objective question quizzes and tests.
- b. Short Answer quizzes and tests.
- c. Projects (Final Products)

3. Alternative Assessments

- a. Performance-Based End of Unit Assessments
- b. Portfolios
- c. 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:

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- Clarification of directions as noted in 504 or IEP

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- Preferential seating
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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
- Provide oral as well as written instructions/directions

	RESOURCES	
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Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 9 Title: Grains

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 9 Summary: Grains are a staple of the world's diet. Topics include: nutritional contribution of grains, types of grains, classification of grains (whole and refined), how to select and properly cook grains, parts of the grain or "seed" and the purpose of each part, the difference between enrichment and fortification, and the types of grains that are cultivated in North America.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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.

Interdisciplinary Connections and Standards:

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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

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

- 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 the nutrient contribution of grains.
- Students will understand how to properly cook several varieties of grains.
- Students will understand how to properly store and use grain products.
- Students will understand the terminology associated with grains.

Unit Essential Questions:

- What are the classifications of grain products?
- What are the general techniques used when cooking a variety of grain products?
- What is the difference between “wheat” and “whole wheat” on nutrition labels?
- What is the proper way to store grain products?
- What are GMO grains and why is it important to understand the impact on consumers?

Knowledge and Skills:

- Students will be able to properly cook a variety of grain products.
- Students will be able to identify parts of the grain or seed and know the nutrient contribution of each part.
- Students will be able to understand terminology associated with grains.
- Students will be able to purchase and store high quality grains.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

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

- d. Writing prompts
- e. Quizzes
- 2. Summative/Benchmark:
 - a. Objective question quizzes and tests.
 - b. Short Answer quizzes and tests.
 - c. Projects (Final Products)
- 3. Alternative Assessments
 - a. Performance-Based End of Unit Assessments
 - b. Portfolios
 - c. 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
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- Address individual needs as noted in 504 or IEP
- 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
- Provide oral as well as written instructions/directions

	TEACHER RESOURCES	
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Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 10 Title: Dairy

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 10 Summary: Dairy products are so diverse that a wide variety of them can be easily included in any meal or snack. They include: milk, cream, butter, yogurt, frozen dairy desserts, and cheese. Milk is used as a beverage by all age groups and as the liquid ingredient in many recipes. Different kinds of milk may have different amounts of fat, milk solids, and / or water. Special care must be taken when cooking with dairy products.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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.

Interdisciplinary Connections and Standards:

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

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Unit Understandings:

- Students will understand how to identify dairy products and their uses.
- Students will understand the various forms of milk available to the consumer and the purpose of each.
- Students will understand the proper way to select, use, and store dairy products.
- Students will understand how milk is processed noting the differences between homogenized, pasteurized, and fortified milk.
- Students will understand the methods for preparing, cooking, and serving dairy products.
- Students will understand the difference between sherbet and sorbet.
- Students will understand the difference between evaporated and sweetened condensed milk and their storage needs.
- Students will understand the intended use of milk and milk substitutes before purchasing
- Students will understand that cheese is divided into two categories: fresh, or unripened, and aged, or ripened.
- Students will understand how to prepare cheese products.
- Students will understand how cooking affects cheese.

Unit Essential Questions:

- How is milk processed?
- How can milk be used in food preparation?
- What is the best way to prepare milk products?
- Why is there a controversy between storing milk in glass bottles vs. plastic containers?
- How can lactose-intolerant people digest milk products?
- What can you do to prevent skin from forming on milk when you heat it?
- Which cheeses should be served chilled and which should be served at room temperature?
- How does cooking affect cheese and what happens to cheese when it is overcooked?

Knowledge and Skills:

- Students will be able to prepare various recipes using different forms of milk products.
- Students will be able to compare whole milk, reduced-fat milk, low-fat milk, and non-fat milk.
- Students will be able to whip heavy cream to make homemade whipped cream.
- Students will be able to demonstrate proper principles of milk cookery to prevent milk film formation, boil-overs, scorching, and curdling of the milk product.
- Successfully prepare a bechamel sauce.

- Store milk and cheese products properly.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

1. Formative:
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- Provide example problems as a guide
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- Provide oral as well as written instructions/directions

RESOURCES

Recipes, Instructional Videos, Documentaries, Industry Newsletters, Online sources, Food For Today (textbook)

Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Introduction to Culinary Arts

Unit 11 Title: Cakes

Target Course/Grade Level: Introduction to Culinary Arts/10, 11, & 12

Unit 11 Summary: This unit will take the fear out of baking cakes from scratch. Topics include: techniques necessary for successful cake baking, types of cakes, function of ingredients, methods of mixing cake batters, determining doneness, evaluating the final product, identify common mistakes when baking, role of chemistry in baking, culinary terminology, how to torte, fill, and frost cakes. We will also use pastry bags and learn basic cake decorating.

Approximate Length of Unit: 4 Weeks

LEARNING TARGETS

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

- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 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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- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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

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

- RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unit Understandings:

- Students will understand the types of cakes.
- Students will understand the function of ingredients.
- Students will understand how to determine doneness.
- Students will understand how the ratio of fat, sugar, and moisture affect the structure, flavor, and texture of the crumb.
- Students will understand the various types of bakeware.
- Students will understand how to properly fill and use a pastry bag.

Unit Essential Questions:

- What are the basic methods of mixing and how does it affect the texture, denseness, and flavor of cakes?
- How does the utilization of proper measuring techniques affect the final outcome of the cake?
- What steps can be taken to avoid many common mistakes made when baking?
- How does the chemistry of baking affect the outcome?
- What are the terms and definitions associated with cake baking?
- How do you determine doneness with the variety of cakes?
- How does the amount of fat in a cake recipe affect its structure and texture?

Knowledge and Skills:

- Students will be able to properly prepare a variety of cakes.
- Students will be able to determine doneness.
- Students will be able to articulate and understand the function of ingredients.
- Students will be able to identify main differences among types of cakes.
- Students will be able to prepare pans properly for baking.
- Students will be able to easily remove a cake from the baking pan without breaking it.
- Students will be able to pipe simple rosettes, lines, and dots to decorate cakes.

	EVIDENCE OF LEARNING	
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Assessments including formative, summative, benchmark, and alternative assessments.

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	RESOURCES	
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Equipment Needed: Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils