

Secaucus
Board of
Education

Culinary Arts II: World Baking

Course Code 7626

Family/Consumer Science Department



Born on January 2017

*Aligned to the NJSLS - 21st Century Life and Careers (2014), NJSLS - Technology (2014), NJSLS - ELA (2016),
NJSLS - Social Studies (2014), and NJSLS - Science (2014)*

Adopted by the Secaucus Board of Education on June 22, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Course Description

Prerequisite: Culinary Arts I

This course is designed to explore more complicated baked foods from around the globe. An introduction will focus on reviewing safety in the kitchen, food allergies, and the basics of baking. Subsequent units will explore the various baking techniques employed around the world. Specifically, the following regional cuisine will be explored: European, Mediterranean, Asian, Latin American, and baked dishes from various parts of the United States. The histories of world cuisine will be reviewed and culminating unit projects will focus on the student's creation of a baked item related to a specific region of the world.

Interdisciplinary Connections

NJSLS – Technology:

- ❖ 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- ❖ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- ❖ 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

NJSLS – Comprehensive Health and Physical Education:

- ❖ 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
- ❖ 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

NJSLS – ELA:

- ❖ RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ❖ W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ❖ W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- ❖ W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ❖ W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

NJSLS - Science:

- ❖ HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy
- ❖ HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

NJSLS - Social Studies:

- ❖ 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- ❖ 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- ❖ 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

- ❖ 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

Career Ready Practices:

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- ❖ 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.
- ❖ CRP5. Consider the environmental, social and economic impacts of decisions.
- ❖ CRP6. Demonstrate creativity and innovation.
- ❖ CRP7. Employ valid and reliable research strategies.
- ❖ 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.
- ❖ CRP11. Use technology to enhance productivity.
- ❖ CRP12. Work productively in teams while using cultural global competence

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating

- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	<p>UNIT 1 - REVIEW OF CULINARY ARTS 1</p> <p>This unit introduces students to accident prevention and safe work habits as well as baking techniques in the lab as well as at home. Students will also review food allergies and the nutrition of various baked goods.</p>	
Timing:	7-8 Days	
Standards:	<p>NJSLS – 21st Century Life and Careers:</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.</p> <p>9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.</p> <p>21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:

<ul style="list-style-type: none"> ● Why is safety and sanitation important in the home and in the foods lab? ● What are food allergies? ● What are the components of baked breads and desserts? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify kitchen safety hazards. ● Explain how to prevent burns falls, cuts, electric shock, and grease fires. ● Explain methods for extinguishing a grease fire. ● Explain proper sanitation and food handling techniques. ● Explain why baked foods and desserts are good to eat in moderation. 	<ul style="list-style-type: none"> ● Students will be introduced to the basic tools in the culinary arts lab and explain what they are used for ● The safety of particular equipment in the culinary arts lab will be discussed and reviewed with students prior to their use ● Students will observe the instructor prepare a baked item in a culinary lab to exhibit proper technique.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks 	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food ○ Utensils ○ Cleaning supplies ● Chromebooks and Internet 	<ul style="list-style-type: none"> ● Computer with interactive white board ● Handouts ● Websites: <ul style="list-style-type: none"> ○ http://www.straighten-up-now.com/kitchen-safety-tips.html ○ http://acaai.org/allergies/types/food-allergy ○ https://www.foodallergy.org/about-food-allergies ○ https://www.nutrition.gov/

<ul style="list-style-type: none">• SGO pre and post assessments• Final exam/Lab Practical		
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Unit:	UNIT 2 - EUROPEAN BAKING Students will learn about the unique desserts and baked goods of many European countries and prepare foods native to these countries.	
Timing:	30 Days	
Standards:	<p>NJSLS – 21st Century Life and Careers:</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.</p> <p>9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.</p> <p>21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> What are the staples in the diets of many Europeans? 	Students will be able to:	<ul style="list-style-type: none"> Using the internet for reference, students will discuss the major

<ul style="list-style-type: none"> ● How do meal patterns differ from those in the United States? ● How do desserts in Europe differ from those readily found in the United States? 	<ul style="list-style-type: none"> ● Discuss the major differences among European and American culture, focusing on baked cuisine. ● Prepare baked goods native to many European countries. 	<p>differences in European and American culture, especially as it pertains to diets.</p> <ul style="list-style-type: none"> ● In their culinary lab groups, students will prepare desserts or baked goods native to European countries.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Final exam/Lab Practical 	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food ○ Utensils ○ Cleaning supplies ● Chromebooks and Internet 	<ul style="list-style-type: none"> ● Computer with interactive white board ● Handouts ● Websites: <ul style="list-style-type: none"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/ ○ Foods by Country: http://www.foodbycountry.com/index.html ○ French Dessert Recipes ○ Italian Dessert Recipes ○ 23 European Desserts ○ All-Time Favorite European Desserts ○ Eastern European Desserts

Unit:	UNIT 3 - MEDITERRANEAN BAKING In this unit students will explore the ingredients and cooking methods of several Mediterranean countries.	
Timing:	25 Days	
Standards:	NJSLS – 21st Century Life and Careers: 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities. 9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. 9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption. 9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry. 21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:

<ul style="list-style-type: none"> ● Why Mediterranean cuisine is considered healthier than cuisines of Northern and Western Europe? ● What are the main components of the Mediterranean diet? ● How do geographical factors influence the cuisine? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Prepare desserts native to countries of the Mediterranean. ● Describe food customs of Mediterranean countries. 	<ul style="list-style-type: none"> ● The instructor will generate a discussion on how geography, climate and culture have influenced food customs. ● In their culinary arts lab groups, students will create desserts and/or baked goods influenced by mediterranean cultures.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Final exam/Lab Practical 	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food ○ Utensils ○ Cleaning supplies ● Chromebooks and Internet 	<ul style="list-style-type: none"> ● Computer with interactive white board ● Handouts ● Websites: <ul style="list-style-type: none"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/ ○ Foods by Country: http://www.foodbycountry.com/index.html ○ Mediterranean desserts ○ Mediterranean baking

Unit:	<p>UNIT 4 - ASIAN BAKING</p> <p>In this unit students will learn about baking from the unique countries of Asia. Students will examine the variety of customs, ingredients and cooking techniques that influence the cuisine that make up the countries of Asia.</p>	
Timing:	15-20 Days	
Standards:	<p>NJSLS – 21st Century Life and Careers:</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.</p> <p>9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.</p> <p>21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:

<ul style="list-style-type: none"> ● How do tradition and religion play a role in each country's cuisine? ● What are desserts that are native to these countries? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss how each nation in Asia has unique culture and cuisine. ● Recognize that geography, climate and culture have influenced food customs around Asia. ● Use recipes to prepare foods that are native to each of these countries. 	<ul style="list-style-type: none"> ● Working in cooperative groups, students will research and discuss the various eating customs of people inhabiting Asian countries. ● The instructor will generate a discussion about foods that are native to each of these countries. ● In their culinary arts lab groups, students will create desserts and/or baked goods influenced by Asian cultures.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments 	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food ○ Utensils ○ Cleaning supplies ● Chromebooks and Internet 	<ul style="list-style-type: none"> ● Computer with interactive white board ● Handouts ● Websites: <ul style="list-style-type: none"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/ ○ Foods by Country: http://www.foodbycountry.com/index.html ○ Asian Cooking ○ The Basics of Chinese Pastries ○ Easy Asian Desserts ○ Japanese Cheesecake

<ul style="list-style-type: none">• Quarterly exam• Final exam		
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Unit:	UNIT 5 - LATIN AMERICAN BAKING Students will learn about the diverse flavors of Latin American baking. They will examine the culture that continues to influence the cuisine.	
Timing:	15 Days	
Standards:	NJSLS – 21st Century Life and Careers: 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities. 9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. 9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption. 9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry. 21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> How can understanding the influences of other countries help 	Students will be able to:	<ul style="list-style-type: none"> Using a Powerpoint presentation and information from websites, the instructor

<ul style="list-style-type: none"> ● in the understanding of Latin American baking? ● How has the climate and geography affected Latin American cuisine? 	<ul style="list-style-type: none"> ● Identify geographic and climatic factors that have influenced characteristic desserts and baked goods. ● Prepare foods native to Latin America. 	<p>and students will discuss the factors that have influenced Latin American cuisine</p> <ul style="list-style-type: none"> ● In their lab groups, students will prepare a variety of Latin American desserts.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Quarterly exam ● Final exam 	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food ○ Utensils ○ Cleaning supplies ● Chromebooks and Internet 	<ul style="list-style-type: none"> ● Computer with interactive white board ● Handouts ● Websites: <ul style="list-style-type: none"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/ ○ Foods by Country: http://www.foodbycountry.com/index.html ○ Mexican Dessert Recipies ○ Latin American Desserts ○ South American Desserts ○ Cuban and other Hispanic Dessert Recipies ○ Central American Desserts

Unit:	<p>UNIT 6 - REGIONAL BAKING OF THE UNITED STATES</p> <p>In this unit, students will learn about the regional desserts and baked goods of the United States. Students will explore how these cuisines reflect a variety of influences and learn how the food traditions of people around the world have blended with those that have immigrated to the United States.</p>	
Timing:	70-75 Days	
Standards:	<p>NJSLS – 21st Century Life and Careers:</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.</p> <p>9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.</p> <p>21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:

<ul style="list-style-type: none"> ● How have the cuisines from around the globe been reflected in the regional foods found in the United States? ● In what ways have the cuisines of the world been blended to become food customs of the United States? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand that each group that has settled in the United States has brought food customs from around the globe. ● Realize that the United States has many regional dishes that reflect the history of the region. ● Prepare foods representative of the regions of the United States. 	<ul style="list-style-type: none"> ● The instructor should generate a discussion focusing on the various groups that came together to form the ‘United States’ as we know it today. ● Students should discuss, in cooperative groups using the internet for reference, what regional dishes reflect the history of the various regions of this country. ● In their cooperative kitchen lab groups, students will prepare foods representative of the regions of the United States.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p>	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food ○ Utensils ○ Cleaning supplies ● Chromebooks and Internet 	<ul style="list-style-type: none"> ● Computer with interactive white board ● Handouts ● Websites: <ul style="list-style-type: none"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/ ○ The United Sweets of America ○ America's Favorite Regional Baked Goods ○ Foods by Country: http://www.foodbycountry.com/index.html

<ul style="list-style-type: none">• Projects• Computer Adaptive Tests/Quizzes• Performance Tasks• SGO pre and post assessments• Quarterly exam• Final exam		
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