

Secaucus
Board of
Education

Culinary Arts 1

Course Code: 7623

Family/Consumer Science Department



Born on November 2016

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

Adopted by the Secaucus Board of Education on December 15, 2016

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.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

This course is designed to introduce students to the culinary arts profession. Emphasis will be given to the development of basic competencies as related to the discipline, including: menus and recipes, standardization and kitchen procedures as well as the principles of cooking eggs, grains and pasta, poultry, meats and general baking. Students will also be introduced to the integrated skills required for the course, including: safety and sanitation, food allergies and nutrition, menu planning, recipe use, measuring, conversions, organizing for efficiency and culinary lab procedures.

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.

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.

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 - KITCHEN SAFETY AND SANITATION</p> <p>This unit introduces students to accident prevention and safe work habits as well as food handling techniques in the lab as well as at home. Students will also learn about food allergies and nutrition</p>	
Timing:	5-7 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 basic components of the food we eat? 	<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. 	<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 simple recipe 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		
---	--	--

Unit:	<p>UNIT 2 - GETTING READY TO COOK</p> <p>The unit introduces students to skills needed when working cooperatively in the workplace. Students will learn to follow oral and written directions, safe use of equipment, correct measuring techniques and measuring equivalents.</p>	
Timing:	5-7 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 it important to use the correct tool for the task at hand? ● Why are the correct measuring techniques important for a successful product? ● How will understanding equivalents help when preparing a recipe? ● How can the understanding of food preparation terms help in the successful preparation of a baked Product? ● What skills are necessary to work together in a group? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify tools and equipment and explain their use in the kitchen ● List measuring equivalents. ● Adjust the measurements of ingredients to increase/decrease the yield. ● Explain and demonstrate proper measuring techniques ● Demonstrate the ability to read and follow written ingredients ● Understand that cooperation is necessary to successfully work together in their labs ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● Students will be introduced to the basic tools in the culinary arts lab and review what they are used for ● The instructor should use multiple measures to have students multiply and divide recipes to change quantities of products. ● Lab groups should be formed and various jobs should be assigned and rotated throughout the year (i.e., dishwasher, sous chef, lead chef, ingredient collector, etc.)
<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 	<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/

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

Unit:	<p>UNIT 3 - QUICK BREADS</p> <p>This unit introduces students to quick breads: mixing techniques, nutritional value, and their variety. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	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"> ● What is the function of each basic quick bread ingredient? ● What are the differences between the muffin and biscuit methods of mixing? ● What is the nutritional value of quick breads in the diet? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how ingredients function in the recipe. ● Demonstrate both biscuit and muffin methods of mixing quick breads. ● Compare and contrast types and varieties of quick breads. ● Identify the main nutrients in quick breads. ● Explain how to increase the nutritional value of quick breads. ● Apply principles of safety and sanitation. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● Students will review how basic ingredients function in quick breads by analysis of their ingredients and web searches.. ● The instructor will review the steps in the biscuit and muffin methods of mixing quick breads. ● Students will review the several types and varieties of quick breads available. ● In cooperative groups, students will research the main nutrients in quick breads.
Assessments:	Materials:	Resources:
<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 	<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/

<ul style="list-style-type: none"> ● 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 		
--	--	--

Unit:	<p>UNIT 4 - CAKES, COOKIES, AND PIES</p> <p>This unit introduces students to a variety mixing and baking techniques while preparing a variety of cakes, cookies and pies as well as the nutritional value and function of ingredients. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	25 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 do pies, cakes, and cookies provide mostly calories? ● What are the functions of ingredients used in baking? ● What are the correct procedures for making pastry? ● What specific techniques are used when making a one-crust, two-crust and a pre baked pie shell? ● How are cakes prepared? ● Which techniques do cakes and cookies have in common? ● How are cookies classified? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify baking ingredients and their functions. ● Demonstrate techniques for preparing a variety of pies, cakes, and cookies. ● Master the procedures and techniques used in making pastry dough, cakes, and cookies. ● Classify pies according to type of crust and type of filling used. ● Classify cookies according to the shaping and baking method. ● Identify the various types of pies, cakes, and cookies through interpretation of the recipe. ● Explain why dessert pies, cakes, and cookies should be eaten in moderation. ● Apply principles of safety and sanitation. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● Students will review baking ingredients and their functions in cooperative groups using internet resources to obtain information. ● The instructor will review a variety of baking techniques through a Powerpoint presentation and/or through demonstrations. ● Students will work in their lab groups to practice making various pastries, cakes, and cookies with provided recipes and ingredients. ● The instructor will review the different types of pies through discussion and/or presentation ● Class discussions will revolve around calorie consumption and good nutritional practices and their importance.
Assessments:	Materials:	Resources:
Formative Assessments	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food 	<ul style="list-style-type: none"> ● Computer with interactive white board

<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"> ○ Utensils ○ Cleaning supplies ● Chromebooks and Internet 	<ul style="list-style-type: none"> ● Handouts ● Websites: <ul style="list-style-type: none"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/
---	---	--

Unit:	<p>UNIT 5 - YEAST BREADS</p> <p>In this unit, students will gain an understanding of yeast dough: nutritional value, principles of preparation, and variety of products. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	15 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 is the function of each basic yeast dough ingredient? ● What nutritional values do yeast breads provide? ● How do quick breads and yeast breads differ? ● How are yeast breads used and Served? ● How do you prepare a variety of yeast dough products? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the function of novel ingredients ● Demonstrate the proper environmental conditions for fermentation to take place. ● Develop proper kneading skills to aid in gluten development ● Explain how yeast breads can be used in the diet. ● Compare and contrast quick breads and yeast breads ● Apply principles of safety and sanitation in using yeast dough. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● Students will review baking ingredients and their functions in cooperative groups using internet resources to obtain information. ● Through class discussions, students will review the process of fermentation and what environmental conditions are needed to for it to take place. ● Lab groups should participate in preparing a number of recipes involving yeast breads.
Assessments:	Materials:	Resources:
<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 	<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/

<ul style="list-style-type: none"> ● 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 		
--	--	--

Unit:	<p>UNIT 6 - GRAINS</p> <p>Students will know the importance of grains in their daily intake and also be able to prepare a variety of meals using grains and grain products. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures</p>
Timing:	15 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 can you identify, select, use and store grain products? ● What are the nutrients grains provide? ● How does cooking affect grain products? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the importance of grain products in their diet. ● Distinguish between whole and enriched grain products. ● Follow recipes and teacher directions to successfully prepare a variety of dishes using grains. ● Apply principles of safety and sanitation. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● Using a Powerpoint presentation and information from websites, the instructor and students will discuss the nutritional value of grains and how important grains are in the world. ● In their lab groups, students should prepare a variety of dishes using grain products
Assessments:	Materials:	Resources:
<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 	<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/

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

Unit:	<p>UNIT 7 - EGGS</p> <p>Students will learn to prepare eggs in a variety of ways using different recipes. The students will also be aware of the nutritional value, principles of egg cookery, and a variety of uses in recipes. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	10-15 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 you select, use and store eggs? ● What nutritional value do eggs provide? ● How do you prepare eggs and egg Products? ● What are the various functions of eggs in recipes? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate the principles of egg cookery. ● Explain how to select and store eggs. ● Explain how egg can be used in meals. ● Explain how eggs function in recipes. ● Apply principles of safety and sanitation. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● The instructor will demonstrate, via Powerpoint presentation or cooking at a station, the various ways that eggs can be prepared in recipes ● Students will discuss facts about eggs related to their nutrition, versatility, storage, and safety. ● The instructor should again stress the importance of sanitation in the culinary labs and how to safely handle eggs
Assessments:	Materials:	Resources:
<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 	<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/

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

Unit:	<p>UNIT 8 - DAIRY</p> <p>Students will know the importance of dairy products for the maintenance of a healthy body while also being able to use the principles of milk cookery and prepare a variety of recipes using various dairy products. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	5-10 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 nutrients do dairy products provide? ● How do you cook and prepare dairy products? ● How do you select, identify, use and store dairy products? ● How is milk processed? ● How does cooking affect cheese? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the major nutrients in milk and milk products. ● Identify types of milk and milk products available for purchase. ● Demonstrate the principles of milk cookery. ● Explain how milk can be used in a variety of ways in cooking. ● Apply principles of safety and sanitation. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● Using a Powerpoint presentation or class discussion, the instructor will review the basics of dairy, including nutritional value, forms (i.e., milk, cheese, butter, etc.), store selection, and ways of cooking. ● Students will cook a dish focusing on dairy ingredients in cooperative culinary lab groups.
Assessments:	Materials:	Resources:
<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 	<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/

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

Unit:	<p>UNIT 9 - SOUPS, STEWS, AND SAUCES</p> <p>Students will gain an understanding of how soups, stews, and sauces can be a nutritious part of a meal. They will be able to prepare a variety of soup, stews, and sauces and understand terms related to preparation of these foods. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	15 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 can soups, stews, and sauces be included in a well-balanced Meal? ● What nutrients do soups and stews provide for you? ● How are the principles of milk and vegetable cookery applied to preparation of soups, stews, and Sauces? ● How do soups and stews differ? How are they alike? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate the preparation of soups, stews, and sauces. ● Explain how to make a broth or stock. ● List ways to thicken a liquid. ● Explain how soups, soups, and sauces are used in meals. ● Compare and contrast soups and stews. ● List the advantages/disadvantages of convenience soups. ● Apply principles of safety and sanitation. ● How to thicken liquids. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● Students will discuss how the nutrients in soups, stews, and sauces are dependent upon the ingredients used in the recipe. ● The instructor will facilitate a discussion on how soups, stews and sauces can be used in a variety of ways. ● Students will discuss how a variety of convenience products are available and compare them to ‘homemade’ products ● The instructor will demonstrate how a variety of preparation techniques are used and are dependent upon the ingredients used. ● In cooperative culinary lab groups, students will follow a recipe to create a soup, stew, and/or sauce.
Assessments:	Materials:	Resources:
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies 	<ul style="list-style-type: none"> ● Foods Lab: <ul style="list-style-type: none"> ○ Food ○ Utensils ○ Cleaning supplies 	<ul style="list-style-type: none"> ● Computer with interactive white board ● Handouts ● Websites:

<ul style="list-style-type: none"> ● 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"> ● Chromebooks and Internet 	<ul style="list-style-type: none"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/
---	--	---

Unit:	<p>UNIT 10 - MEAT AND POULTRY</p> <p>Students will gain an understanding of proper selection, preparation and storage of meats and poultry as well as an understanding of proper sanitation methods. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	15 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 nutrients are provided by meats and poultry? ● How are meats and poultry identified, selected, used and stored? ● What are the different ways to prepare meats and poultry? ● Why are proper cooking techniques important when preparing different cuts of meat? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate cooking methods for meat and poultry. ● Explain the nutritional value of meat and poultry. ● Describe proper handling and storage of meat and poultry. ● Apply principles of safety and sanitation in meat cookery. ● Exhibit workplace readiness skills such as cooperation with others and following oral and directions. 	<ul style="list-style-type: none"> ● Students will review several different cooking methods for meats and poultry. ● The instructor will stress, through discussion or presentations, that special handling and sanitation techniques are needed to avoid food borne illness. ● Students will investigate package labels for different types of meat and explain what information they provide.
Assessments:	Materials:	Resources:
<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 	<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/

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

Unit:	<p>UNIT 11 - VEGETABLES</p> <p>Students will gain an understanding of how vegetables are a nutritious part of a meal. They will also understand what part of a plant different vegetables come from. Several preparation techniques will be reinforced. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>
Timing:	10 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 are vegetables identified, selected, used, and stored? ● What are ways that vegetables are Prepared? ● How does cooking affect vegetables? What nutrients do vegetables provide? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify vegetables by classification. ● List forms available for purchase. ● Explain how vegetables can be used in meals. ● Demonstrate a variety knife skills and cooking techniques related to vegetable preparation. ● Apply principles of safety and sanitation. ● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions. 	<ul style="list-style-type: none"> ● The instructor will give a presentation on the classification of vegetables by parts of the plant and the forms of vegetables available. ● Students will discuss how to select and store vegetables. ● The instructor will demonstrate how vegetables can be used in meals while explaining why vegetables should be included in their diets and what happens to vegetables during the cooking process. ● Working in cooperative culinary lab groups, students will follow a recipe to create a vegetable dish.
Assessments:	Materials:	Resources:
<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 	<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/

<ul style="list-style-type: none"> ● 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 		
--	--	--

Unit:	<p>UNIT 12 - FRUIT</p> <p>Students will learn to prepare fruits in a variety of nutritious ways. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.</p>	
Timing:	10 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 you identify, select, use and store fruits? • What is the nutritional contribution fruits provide for your body? • How do you prepare and serve fruits? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the nutritional benefits of fruits. • Identify the six major types of fruits. • Explain how to store fresh fruits. • Identify the types and uses of convenience forms of fruits. • Demonstrate methods for preparing fruits. • Apply principles of safety and sanitation. • Exhibit workplace readiness skills such as cooperation with others and following oral and directions. 	<ul style="list-style-type: none"> • The instructor will give a presentation on the classification of fruits by parts of the plant and where they are available. • Students will discuss how to select and store fruits. • The instructor will demonstrate how fruits can be used in meals while explaining why they should be included in their diets and what happens to them during the cooking process. • Working in cooperative culinary lab groups, students will follow a recipe to create one or more fruit dish.
<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 	<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/

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

Unit:	<p>UNIT 13 - CARE AND MAINTENANCE OF KITCHEN EQUIPMENT</p> <p>During this unit, the student will clean and maintain kitchen area and equipment in the Foods Lab. The student will gain knowledge in safe and proper use of cleaning supplies and techniques. This unit is taught concurrently with all other units throughout the course.</p>	
Timing:	Concurrently throughout the course	
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 does the kitchen and its equipment need to be cleaned and maintained? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate washing dishes. ● Demonstrate washing/drying/folding laundry. ● Demonstrate cleaning and sanitizing work surfaces. ● Demonstrate cleaning of appliances. ● Apply principles of safety. ● Explain why cleaning equipment is important. 	<ul style="list-style-type: none"> ● Students will practice: <ul style="list-style-type: none"> ○ How to wash dishes. ○ How to operate washer/dryer and fold laundry. ○ How to properly sanitize surfaces. ○ How to clean electrical appliances.
<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"> ○ www.foodnetwork.com ○ https://www.nutrition.gov/

<ul style="list-style-type: none">• SGO pre and post assessments• Quarterly exam• Final exam		
--	--	--