



Pemberton Township Schools

Curriculum Guide

Subject: Culinary Arts

Course: Culinary Arts I

Grade Level(s): 9-12

Written By: John Mocchi

Date: October 2021

Course Description:

In this class you will learn the basics and beginnings of the art of culinary. Some of the concepts that will be covered in this course are proper measurements, appropriate cooking temperatures, mixing techniques and knife skills, meal arrangements and selections according to nutrition. The learner will also understand how to smartly shop for food and create healthy meals. Students will prepare a variety of vegetables, meats, sweets, soups, batters and doughs. Once individual projects are mastered, you will learn how to prepare full meals. Students will also learn the preparation of mother sauces and how to choose which to use. This class will prepare the learner for our advanced Culinary Arts II & III courses.

Reviewed by: _____
Supervisor

Approved by: _____
Chief Academic Officer

Approved by: _____
Assistant Superintendent

Board of Education Approval: _____

CULINARY ARTS I

Unit Title: Safety, Measurements, Baking Protocols

Stage 1: Desired Results

Standards & Indicators:

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans	

Central Idea/Enduring Understanding:

- Students will learn the basics of measurements
- Students will learn how to read and decipher recipes
- Students will learn the uses of leavening agents in baked projects
- Students will incorporate learned baking skills in the lessons
- Students will learn Kitchen Safety
- Students will learn to use commercial

Essential/Guiding Question:

Why is it important for me to demonstrate kitchen safety?

How can I use commercial equipment safely?

Why is it important to let the instructor know of unsafe equipment?

Why should I need a vocabulary list of terms I'll already

CULINARY ARTS I

<ul style="list-style-type: none"> • kitchen equipment safely • Students will learn to recognize unsafe equipment • Students will learn to recognize safe equipment • Students will describe the uses of all commercial equipment. • Students will demonstrate safe sanitation procedures of all equipment. • Students will compile a list of culinary vocabulary pertaining to commercial kitchen equipment. • Students will learn and describe the properties and basic functions of bakery ingredients • Students will learn Bakery vocabulary • Students will learn to prepare cookies • Students will learn to prepare shortbreads • Students will learn to prepare yeast doughs • Students will learn to prepare cake doughs • Students will learn to prepare icing/frostings 	<p>be learning?</p> <p>When baking, how do I apply the correct mathematical concepts related to this recipe?</p> <p>How can I segregate and read the different parts of a recipe?</p> <p>When baking, how can I memorize the various measurement tools?</p> <p>How can I identify the mathematical procedure necessary for a recipe?</p> <p>While baking, what is the proper application for the equations of this specific recipe?</p> <p>When executing a baking project, how can I identify the correct recipe needed?</p> <p>When baking how can I identify the proper measurement tools needed?</p> <p>When baking, how do I apply the correct mathematical concepts related to this recipe?</p> <p>When baking, why is it important to convert the amounts listed in this recipe?</p> <p>When baking why is it important for me to learn this way of converting the recipe?</p> <p>When baking which leavening agent do I use—yeast, baking soda, baking powder?</p> <p>When baking what is the difference between a batter and a dough?</p>
<p><u>Content:</u></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recipe reading/deciphering • Which leavening agents to use • Dry measurements • Liquid measurements • Measuring techniques
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Language arts 	

CULINARY ARTS I

- Mathematics

Stage 2: Assessment Evidence

Performance Task(s):

- Rubrics
- Recipe forms (mathematics and literacy)
- Weekly quizzes
- Presentations
- Class Assignments
- Class participation
- Midterm exam Final exam
- Research
- Student demonstrations
- Completed projects/assignments

Other Evidence:

- Teacher test/quiz
- Response to open-ended questions
- Response to classroom discussion
- Rubrics
- Student practical presentations
- Writing projects
- Class project demonstrations
- Work in small groups or pairs and engage in equipment usage.
- Create words using building word map activity

Stage 3: Learning Plan

Learning Opportunities/Strategies:

ServSafe Text

Culinary Essentials Text

Online Culinary Resources

NOCTI – Culinary

Work Based Learning:

- Guest speakers from Rowan College at Burlington County College's Culinary program visit once per semester.
- Students are introduced to rigorous sanitation practices that are pertinent in the Culinary field.

Resources:

*The New Jersey Amistad Commission Interactive Curriculum

www.njamistadcurriculum.net

*NJ Commission on Holocaust Education

<https://www.nj.gov/education/holocaust/resources/>

*LGBT and Disabilities Law

<https://sharemylesson.com/collections/lgbtq-history-month-free-lesson-plans-resources-and-activities>

<https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/>

CULINARY ARTS I

<ul style="list-style-type: none"> • Guest speakers from a local restaurant will do a presentation once per semester to showcase the reality of the Culinary/Restaurant industry • Students will work with industrial equipment that is indigenous to a commercial kitchen setting 	
--	--

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Build a Team Structure Learn Teamwork skills Encourage leadership roles among learners Teacher interaction with students, student interaction with students Build on importance of content and professional skills Varied lessons and recipe with increased skill recipes and techniques Encourage to explore and experiment with new recipes and techniques Provide increased opportunity for real-world hands on Culinary events to reinforce skills	Build on importance of content and professional skills Varied lessons and recipe with increased skill recipes and techniques Encourage to explore and experiment with new recipes and techniques	Build a Team Structure Learn teamwork skills Teacher interaction with students, student interaction with students Build on importance of content and professional skills Increased expectation to complete tasks and master new skills Varied lessons and recipes with increased skill recipes and techniques Encourage to explore and experiment with new recipes and techniques	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

CULINARY ARTS I

Unit Title: Knife Skills, Soups, Stocks

Stage 1: Desired Results

Standards & Indicators:

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans	

Central Idea/Enduring Understanding:

- Students will learn the basics of measurements
- Students will learn how to read and decipher recipes
- Students will learn the uses of leavening agents in baked projects
- Students will incorporate learned baking skills in the lessons
- Students will identify various knives

Essential/Guiding Question:

Why is it important for me to demonstrate and identify knife skills?

How can I use commercial equipment safely?

Why is it important to properly hold a knife?

CULINARY ARTS I

<p>used in the commercial kitchen to include: chef/utility knife, paring knife, boning knife, bread knife, filleting knife, santuko knife</p> <ul style="list-style-type: none"> • Students will identify the various cuts used in the commercial kitchen/food industry to include: slicing, dicing, mincing, julienne, chiffonade, rough/course chopping • Students will learn to prepare cut vegetables • Students will learn to prepare vegetable-based soups • Students will learn to prepare cut meats/deboning meats • Students will learn to prepare meat-based soups 	<p>Why is it important to properly hold the food that I'm cutting?</p> <p>Why should I need a vocabulary list of terms I'll already be learning?</p> <p>How can I safely use a knife?</p> <p>What is the proper way to hold my food item while cutting??</p> <p>What knife should I use for each type of cut?</p> <p>What are the various cuts used for?</p> <p>What is the difference between cutting meats and vegetables?</p> <p>What does cross contamination mean to the project when cutting both meats and vegetables?</p> <p>What types of soups are we using for our knife skills?</p> <p>What types of stir fry projects are we using for our knife skills?</p> <p>How many types of cuts are we learning?</p>
<p><u>Content:</u></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recipe reading/deciphering • Which leavening agents to use • Dry measurements • Liquid measurements • Measuring techniques
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Language arts • Mathematics 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Rubrics • Recipe forms (mathematics and literacy) • Weekly quizzes 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher test/quiz • Response to open-ended questions

CULINARY ARTS I

<ul style="list-style-type: none"> • Presentations • Class Assignments • Class participation • Midterm exam/Final exam • Research • Student demonstrations • Completed projects/assignments 	<ul style="list-style-type: none"> • Response to classroom discussion • Rubrics • Student practical presentations • Writing projects • Class project demonstrations
--	--

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p> <p>Work Based Learning:</p> <ul style="list-style-type: none"> • Guest speakers from Rowan College at Burlington County College’s Culinary program visit once per semester. • Students are introduced to rigorous sanitation practices that are pertinent in the Culinary field. • Guest speakers from a local restaurant will do a presentation once per semester to showcase the reality of the Culinary/Restaurant industry • Students will work with industrial equipment that is indigenous to a commercial kitchen setting 	<p><u>Resources:</u></p> <p>*The New Jersey Amistad Commission Interactive Curriculum www.njamistadcurriculum.net</p> <p>*NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust/resources/</p> <p>*LGBT and Disabilities Law https://sharemylesson.com/collections/lgbtq-history-month-free-lesson-plans-resources-and-activities https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
---	--

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

CULINARY ARTS I

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Build a Team Structure</p> <p>Learn Teamwork skills</p> <p>Encourage leadership roles among learners</p> <p>Teacher interaction with students, student interaction with students</p> <p>Build on importance of content and professional skills</p> <p>Varied lessons and recipe with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p> <p>Provide increased opportunity for real-world hands on Culinary events to reinforce skills</p>	<p>Build on importance of content and professional skills</p> <p>Varied lessons and recipe with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p>	<p>Build a Team Structure</p> <p>Learn teamwork skills</p> <p>Teacher interaction with students, student interaction with students</p> <p>Build on importance of content and professional skills</p> <p>Increased expectation to complete tasks and master new skills</p> <p>Varied lessons and recipes with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

CULINARY ARTS I

Unit Title: Foodborne Illnesses/Temperatures

Stage 1: Desired Results

Standards & Indicators:

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans	

Central Idea/Enduring Understanding:

- Students will learn the basics of measurements
- Students will learn how to read and decipher recipes
- Students will learn the uses of leavening agents in baked projects
- Students will incorporate learned baking skills in the lessons
- Students will learn what classifies a food as poultry
- Students will learn what classifies a

Essential/Guiding Question:

Why is it important for me to demonstrate kitchen safety?

How can I use commercial equipment safely?

Why is it important to let the instructor know of unsafe equipment?

Why is it important for me to demonstrate and identify

CULINARY ARTS I

<p>food as pork</p> <ul style="list-style-type: none"> • Students will learn what classifies food as beef • Students will learn about Salmonella Foodborne illness • Students will learn the internal temperatures for all poultry foods • Students will learn about foodborne illness avoidance • Students will learn about foodborne illness symptoms 	<p>knife skills?</p> <p>How can I use commercial equipment safely?</p> <p>Why is it important to properly hold a knife?</p> <p>Why is it important to properly hold the food that I'm cutting?</p> <p>Why should I need a vocabulary list of terms I'll already be learning?</p> <p>What classifies a food as poultry?</p> <p>What classifies a food as pork?</p> <p>What classifies a food as beef?</p> <p>What is Salmonella Foodborne illness?</p> <p>What are foodborne illness symptoms?</p>
<p><u>Content:</u></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recipe reading/deciphering • Which leavening agents to use • Dry measurements • Liquid measurements • Measuring techniques • Chicken projects/assignments • Turkey projects/assignment • Egg projects/assignments • Other fowl projects/assignments • Fresh pork projects/assignments • Bacon projects/assignment
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Language arts • Mathematics 	
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Rubrics • Recipe forms (mathematics and literacy) • Weekly quizzes • Presentations • Class Assignments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher test/quiz • Response to open-ended questions • Response to classroom discussion

CULINARY ARTS I

<ul style="list-style-type: none"> • Class participation • Midterm exam/Final exam • Research • Student demonstrations • Completed projects/assignments 	<ul style="list-style-type: none"> • Rubrics • Student practical presentations • Writing projects • Class project demonstrations
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p> <p>Work Based Learning:</p> <ul style="list-style-type: none"> • Guest speakers from Rowan College at Burlington County College’s Culinary program visit once per semester. • Students are introduced to rigorous sanitation practices that are pertinent in the Culinary field. • Guest speakers from a local restaurant will do a presentation once per semester to showcase the reality of the Culinary/Restaurant industry • Students will work with industrial equipment that is indigenous to a commercial kitchen setting 	<p><u>Resources:</u></p> <p>*The New Jersey Amistad Commission Interactive Curriculum www.njamistadcurriculum.net</p> <p>*NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust/resources/</p> <p>*LGBT and Disabilities Law https://sharemylesson.com/collections/lgbtq-history-month-free-lesson-plans-resources-and-activities https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>	

CULINARY ARTS I

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Build a Team Structure</p> <p>Learn Teamwork skills</p> <p>Encourage leadership roles among learners</p> <p>Teacher interaction with students, student interaction with students</p> <p>Build on importance of content and professional skills</p> <p>Varied lessons and recipe with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p> <p>Provide increased opportunity for real-world hands on Culinary events to reinforce skills</p>	<p>Build on importance of content and professional skills</p> <p>Varied lessons and recipe with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p>	<p>Build a Team Structure</p> <p>Learn teamwork skills</p> <p>Teacher interaction with students, student interaction with students</p> <p>Build on importance of content and professional skills</p> <p>Increased expectation to complete tasks and master new skills</p> <p>Varied lessons and recipes with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

CULINARY ARTS I

Unit Title: Sauces, Mother Sauces, Presentations

Stage 1: Desired Results

Standards & Indicators:

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans	

Central Idea/Enduring Understanding:

- Students will learn the basics of measurements
- Students will learn how to read and decipher recipes
- Students will learn the uses of leavening agents in baked projects
- Students will incorporate learned baking skills in the lessons
- Students will identify various pasta sauces

Essential/Guiding Question:

Why is it important for me to demonstrate kitchen safety?

How can I use commercial equipment safely?

Why is it important to let the instructor know of unsafe equipment?

Why is it important for me to demonstrate and identify

CULINARY ARTS I

<ul style="list-style-type: none"> • Students will identify various dough recipes for various types of pastas • Students will learn to prepare pasta with red marinara sauce • Students will learn to prepare bolognese sauce • Students will learn to prepare pasta with garlic sauce • Students will learn to prepare pasta with a cream/parmesan sauce • Students will learn to prepare pasta with a cheese sauce • Students will identify various types of rice/grains • Students will identify and prepare various rice recipes to include risottos • Students will identify a mother sauce • Students will learn to prepare a Bechamel sauce • Students will learn to prepare a Veloute sauce • Students will learn to prepare an Espagnol sauce • Students will learn to prepare a Tomato sauce • Students will learn to prepare a Hollandaise sauce • Students will identify various foods that commingle with various sauces 	<p>knife skills?</p> <p>How can I use commercial equipment safely?</p> <p>Why is it important to properly hold a knife?</p> <p>Why is it important to properly hold the food that I'm cutting?</p> <p>Why should I need a vocabulary list of terms I'll already be learning?</p> <p>What classifies a pasta?</p> <p>What classifies a grain?</p> <p>What is the difference between dry pastas and freshly made pastas</p> <p>What are the different methods to make pasta fresh?</p> <p>What is the process for preparing fresh pasta?</p> <p>What are the various sauce classifications?</p> <p>What classifies a mother sauce and sets it apart from other sauces?</p> <p>How many mother sauces are there in the culinary world?</p> <p>What are mother sauces used for?</p> <p>What is the difference between other sauces and mother sauces?</p> <p>What classifies a recipe as risotto?</p> <p>What is the difference between a rice recipe and a risotto?</p> <p>What are other grains besides pastas and rice?</p>
<p><u>Content:</u></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recipe reading/deciphering • Which leavening agents to use • Dry measurements • Liquid measurements • Measuring techniques

CULINARY ARTS I

NOCTI – Culinary	
<u>Interdisciplinary Connections:</u> <ul style="list-style-type: none"> • Language arts • Mathematics 	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Rubrics • Recipe forms (mathematics and literacy) • Weekly quizzes • Presentations • Class Assignments • Class participation • Midterm exam/Final exam • Research • Student demonstrations • Completed projects/assignments 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Teacher test/quiz • Response to open-ended questions • Response to classroom discussion • Rubrics • Student practical presentations • Writing projects • Class project demonstrations
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> ServSafe Text Culinary Essentials Text Online Culinary Resources NOCTI – Culinary Work Based Learning: <ul style="list-style-type: none"> • Guest speakers from Rowan College at Burlington County College’s Culinary program visit once per semester. • Students are introduced to rigorous sanitation practices that are pertinent in the Culinary field. • Guest speakers from a local restaurant will do a presentation 	<u>Resources:</u> *The New Jersey Amistad Commission Interactive Curriculum www.njamistadcurriculum.net *NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust/resources/ *LGBT and Disabilities Law https://sharemylesson.com/collections/lgbtq-history-month-free-lesson-plans-resources-and-activities https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/

CULINARY ARTS I

once per semester to showcase the reality of the Culinary/Restaurant industry	
<ul style="list-style-type: none">Students will work with industrial equipment that is indigenous to a commercial kitchen setting	

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Build a Team Structure</p> <p>Learn Teamwork skills</p> <p>Encourage leadership roles among learners</p> <p>Teacher interaction with students, student interaction with students</p> <p>Build on importance of content and professional skills</p> <p>Varied lessons and recipe with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p> <p>Provide increased opportunity for real-world hands on Culinary events to reinforce skills</p>	<p>Build on importance of content and professional skills</p> <p>Varied lessons and recipe with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p>	<p>Build a Team Structure</p> <p>Learn teamwork skills</p> <p>Teacher interaction with students, student interaction with students</p> <p>Build on importance of content and professional skills</p> <p>Increased expectation to complete tasks and master new skills</p> <p>Varied lessons and recipes with increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

CULINARY ARTS I

Pacing Guide

Course Name	Resource	Standards
MP 1 Culinary Arts I		9.3.12.AG-FD.1 9.3.12.AG-FD.2 9.3.12.AG-FD.3 9.3.12.AG-FD.4
UNIT 1 Safety, Measurements, Baking Protocols 23 Days	CHAPTERS Skills Assessment Written Assessment	
MP 1 Culinary Arts I		
UNIT 2 Knife Skills, Soups, Stocks 22 Days	CHAPTERS Skills Assessment Written Assessment	
MP 2 Culinary Arts I		
UNIT 3 Foodborne Illnesses/Temperatures 23 Days	CHAPTERS Skills Assessment Written Assessment	
MP 2 Culinary Arts I		
UNIT 4 Sauces, Mother Sauces, Presentations 22 Days	CHAPTERS Skills Assessment Written Assessment	