



# Pemberton Township Schools

## Curriculum Guide

**Subject:** Culinary Arts

**Course:** Culinary Arts II

**Grade Level(s):** 10-12

**Written By:** John Mocci

**Date:** October 2021

### **Course Description:**

The Culinary Arts Program is designed for students interested in attending a culinary institute or the vocational world of cooking and food services. Students will acquire hands-on training of the workings of a commercial kitchen environment. They will not only be cooking and serving food, but will learn to break down and inflate recipes, learn about food borne illnesses and how to properly sanitize, and be responsible for production reports, ordering, rotation of stock and monthly physical inventory in a commercial food services area. Entry level students will focus on state certified sanitation regulations, culinary terminology and the identification of the tools and equipment in the food services field. They will learn to decipher recipes and change these recipes in accordance to the volume of food that is needed. Students will have much hands-on experience in the preparation of food, serving to customers and the catering field. In addition to the “hands-on” approach to learning about the culinary world, the students will also focus on the essential math, reading and writing skills necessary to achieve a good foundation in the fundamentals of Culinary Arts.

**Reviewed by:** \_\_\_\_\_  
*Supervisor*

**Approved by:** \_\_\_\_\_  
*Chief Academic Officer*

**Approved by:** \_\_\_\_\_  
*Assistant Superintendent*

**Board of Education Approval:** \_\_\_\_\_

## Culinary Arts II

<b><u>Unit Title:</u></b> Culinary Safety and Baking Skills		
<b>Stage 1: Desired Results</b>		
<b><u>Standards &amp; Indicators:</u></b>		
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		
<b><u>Career Readiness, Life Literacies and Key Skills</u></b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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	
<b><u>Central Idea/Enduring Understanding:</u></b>		<b><u>Essential/Guiding Question:</u></b>
<ul style="list-style-type: none"> <li>Students will learn the basics of measurements</li> <li>Students will learn how to read and decipher recipes</li> <li>Students will learn the uses of leavening agents in baked projects</li> <li>Students will incorporate learned baking skills in the lessons</li> <li>Students will learn Kitchen Safety</li> <li>Students will learn to use commercial kitchen equipment safely</li> <li>Students will learn to recognize unsafe equipment</li> </ul>		<p>Why is it important for me to demonstrate kitchen safety?</p> <p>How can I use commercial equipment safely?</p> <p>Why is it important to let the instructor know of unsafe equipment?</p> <p>Why should I need a vocabulary list of terms I'll already be learning?</p>

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<ul style="list-style-type: none"> <li>• Students will recognize safe equipment</li> <li>• Students will be able to describe the uses of all commercial equipment.</li> <li>• Students will learn to demonstrate safe sanitation procedures of all equipment.</li> <li>• Students will be able to compile a list of culinary vocabulary pertaining to commercial kitchen equipment.</li> <li>• Students will learn and describe the properties and basic functions of bakery ingredients</li> <li>• Students will learn Bakery vocabulary</li> <li>• Students will learn to prepare cookies</li> <li>• Students will learn to prepare shortbreads</li> <li>• Students will learn to prepare yeast doughs</li> <li>• Students will learn to prepare cake doughs</li> <li>• Students will learn to prepare icing/frostings</li> <li>• Students will learn the standards set by the National Restaurant Institute</li> </ul>	<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>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>What are the functions of a commercial baker?</p>
<p><b><u>Content:</u></b></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Recipe reading/deciphering</li> <li>• Which leavening agents to use</li> <li>• Dry measurements</li> <li>• Liquid measurements</li> <li>• Measuring techniques</li> </ul>

## Culinary Arts II

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

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<ul style="list-style-type: none"> <li>• Guest speakers from a local restaurant will do a presentation once per semester to showcase the reality of the Culinary/Restaurant industry</li> <li>• Field Trips are planned to visit post high school Culinary Arts institutions to include Cape Atlantic County Culinary and Rowan at Burlington County Culinary</li> <li>• Opportunity are given the opportunity to shadow staff at a local restaurant</li> <li>• Students will work with industrial equipment that is indigenous to a commercial kitchen setting</li> <li>• Students are involved with the budget process of the Culinary program</li> </ul>	
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### 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

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
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	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	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

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Encourage to explore and experiment with new recipes and techniques		Varied lessons and recipes with increased skill recipes and techniques	Allow for translators, dictionaries
Provide increased opportunity for real-world hands on Culinary events to reinforce skills		Encourage to explore and experiment with new recipes and techniques	

## Culinary Arts II

<b>Unit Title:</b> Knife Skills-Meats/Vegetables - Garnishing		
<b>Stage 1: Desired Results</b>		
<b><u>Standards &amp; Indicators:</u></b>  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		
<b><u>Career Readiness, Life Literacies and Key Skills</u></b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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	
<b><u>Central Idea/Enduring Understanding:</u></b> <ul style="list-style-type: none"> <li>Students will learn the basics of measurements</li> <li>Students will learn how to read and decipher recipes</li> <li>Students will learn the uses of leavening agents in baked projects</li> <li>Students will incorporate learned baking skills in the lessons</li> <li>Students will identify various knives used in the commercial kitchen to include: chef/utility knife, paring knife, boning knife, bread knife, filleting knife,</li> </ul>		<b><u>Essential/Guiding Question:</u></b>  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 be learning?

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<ul style="list-style-type: none"> <li>• santuko knife</li> <li>• Students will Identify and review the various cuts used in the commercial kitchen/food industry to include: slicing, dicing, mincing, julienne, chiffonade, rough/course chopping</li> <li>• Students will prepare cut vegetables</li> <li>• Students will prepare garnish using various knife skills</li> <li>• Students will learn to debone and skin meats</li> <li>• Students will prepare vegetable and meat-based soups</li> <li>• Students will prepare vegetable stir fry projects</li> <li>• Students will prepare filleted and butterflied meats</li> <li>• Students will prepare cubed and stripped meats</li> </ul>	<p>Why is it important for me to demonstrate and identify knife skills?</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><b><u>Content:</u></b></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Recipe reading/deciphering</li> <li>• Which leavening agents to use</li> <li>• Dry measurements</li> <li>• Liquid measurements</li> <li>• Measuring techniques</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>• Language arts</li> <li>• Mathematics</li> </ul>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Recipe forms (mathematics and literacy)</li> <li>• Weekly quizzes</li> <li>• Presentations</li> <li>• Class Assignments</li> <li>• Class participation</li> <li>• Midterm exam/Final exam</li> <li>• Research</li> <li>• Student demonstrations</li> <li>• Completed projects/assignments</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher test/quiz</li> <li>• Response to open-ended questions</li> <li>• Response to classroom discussion</li> <li>• Rubrics</li> <li>• Student practical presentations</li> <li>• Writing projects</li> <li>• Class project demonstrations</li> </ul>



## Culinary Arts II

### 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.
- Guest speakers from a local restaurant will do a presentation once per semester to showcase the reality of the Culinary/Restaurant industry
- Field Trips are planned to visit post high school Culinary Arts institutions to include Cape Atlantic County Culinary and Rowan at Burlington County Culinary
- Opportunity are given the opportunity to shadow staff at a local restaurant
- Students will work with industrial equipment that is indigenous to a commercial kitchen setting
- Students are involved with the budget process of the Culinary program

#### Resources:

\*The New Jersey Amistad Commission Interactive Curriculum

[www.njamistadcurriculum.net](http://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/>

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### 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

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
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 II

<b>Unit Title:</b> Sauces, Mother Sauces, Presentations		
<b>Stage 1: Desired Results</b>		
<b><u>Standards &amp; Indicators:</u></b>		
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		
<b><u>Career Readiness, Life Literacies and Key Skills</u></b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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	
<b><u>Central Idea/Enduring Understanding:</u></b>		<b><u>Essential/Guiding Question:</u></b>
<ul style="list-style-type: none"> <li>Students will learn the basics of measurements</li> <li>Students will learn how to read and decipher recipes</li> <li>Students will learn the uses of leavening agents in baked projects</li> <li>Students will incorporate learned baking skills in the lessons</li> <li>Students will identify various pasta sauces to include ragu, marinara, bolognese, cheese sauces and white sauces, olive oil based sauces</li> <li>Students will identify various dough recipes for various types of pastas</li> </ul>		<p>Why is it important for me to demonstrate kitchen safety?</p> <p>How can I use commercial equipment safely?</p> <p>Why is it important to let the instructor know of unsafe equipment?</p> <p>Why is it important for me to demonstrate and identify knife skills?</p> <p>How can I use commercial equipment safely?</p>

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<ul style="list-style-type: none"> <li>• Students will learn to prepare pasta with red marinara sauce</li> <li>• Students will learn to prepare bolognese sauce with various meats</li> <li>• Students will learn to prepare pasta with garlic sauce using infused oil</li> <li>• Students will learn to prepare pasta with a cream/parmesan sauce</li> <li>• Students will learn to prepare pasta with a cheese sauce</li> <li>• Students will identify various types of rice/grains</li> <li>• Students will identify and prepare various rice recipes to include risottos</li> <li>• Students will identify a mother sauce</li> <li>• Students will learn to prepare a Bechamel sauce</li> <li>• Students will learn to prepare a Veloute sauce</li> <li>• Students will learn to prepare an Espagnol sauce</li> <li>• Students will learn to prepare a tomato sauce</li> <li>• Students will learn to prepare a Hollandaise sauce</li> <li>• Students will identify various foods that commingle with various sauces</li> </ul>	<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 mother sauce?</p> <p>What classifies a mother sauce and sets it apart from other sauces?</p> <p>What are mother sauces used for?</p> <p>What are the uses for a Bechamel?</p> <p>What are the uses for a Veloute?</p> <p>What are the uses for an Espagnol?</p> <p>What are the uses for a tomato-based sauce?</p> <p>What are the uses for Hollandaise?</p>
<p><b><u>Content:</u></b></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Recipe reading/deciphering</li> <li>• Which leavening agents to use</li> <li>• Dry measurements</li> <li>• Liquid measurements</li> <li>• Measuring techniques</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>• Language arts</li> <li>• Mathematics</li> </ul>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Recipe forms (mathematics and literacy)</li> <li>• Weekly quizzes</li> <li>• Presentations</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher test/quiz</li> <li>• Response to open-ended questions</li> <li>• Response to classroom discussion</li> </ul>

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<ul style="list-style-type: none"> <li>• Class Assignments</li> <li>• Class participation</li> <li>• Midterm exam/Final exam</li> <li>• Research</li> <li>• Student demonstrations</li> <li>• Completed projects/assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student practical presentations</li> <li>• Writing projects</li> <li>• Class project demonstrations</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p> <p><b>Work Based Learning:</b></p> <ul style="list-style-type: none"> <li>• Guest speakers from Rowan College at Burlington County College's Culinary program visit once per semester.</li> <li>• Students are introduced to rigorous sanitation practices that are pertinent in the Culinary field.</li> <li>• Guest speakers from a local restaurant will do a presentation once per semester to showcase the reality of the Culinary/Restaurant industry</li> <li>• Field Trips are planned to visit post high school Culinary Arts institutions to include Cape Atlantic County Culinary and Rowan at Burlington County Culinary</li> <li>• Opportunity are given the opportunity to shadow staff at a local restaurant</li> <li>• Students will work with industrial equipment that is</li> </ul>	<p><b><u>Resources:</u></b></p> <p>*The New Jersey Amistad Commission Interactive Curriculum  <a href="http://www.njamistadcurriculum.net">www.njamistadcurriculum.net</a></p> <p>*NJ Commission on Holocaust Education  <a href="https://www.nj.gov/education/holocaust/resources/">https://www.nj.gov/education/holocaust/resources/</a></p> <p>*LGBT and Disabilities Law  <a href="https://sharemylesson.com/collections/lgbtq-history-month-free-lesson-plans-resources-and-activities">https://sharemylesson.com/collections/lgbtq-history-month-free-lesson-plans-resources-and-activities</a>  <a href="https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/">https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</a></p>
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indigenous to a commercial kitchen setting			
<ul style="list-style-type: none"><li>Students are involved with the budget process of the Culinary program</li></ul>			
<b>Differentiation</b>			
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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Build a Team Structure	Build on importance of content and professional skills	Build a Team Structure	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
Learn Teamwork skills	Varied lessons and recipe with increased skill recipes and techniques	Learn teamwork skills	
Encourage leadership roles among learners	Encourage to explore and experiment with new recipes and techniques	Teacher interaction with students, student interaction with students	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
Teacher interaction with students, student interaction with students		Build on importance of content and professional skills	
Build on importance of content and professional skills		Increased expectation to complete tasks and master new skills	
Varied lessons and recipe with increased skill recipes and techniques		Varied lessons and recipes with increased skill recipes and techniques	
Encourage to explore and experiment with new 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			

## Culinary Arts II

<b>Unit Title:</b> Entrees, Table Settings, Presentations		
<b>Stage 1: Desired Results</b>		
<b><u>Standards &amp; Indicators:</u></b>		
9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.		
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<b><u>Central Idea/Enduring Understanding:</u></b>		<b><u>Essential/Guiding Question:</u></b>
<ul style="list-style-type: none"> <li>Students will learn the basics of measurements</li> <li>Students will learn how to read and decipher recipes</li> <li>Students will learn the uses of leavening agents in baked projects</li> <li>Students will incorporate learned baking skills in the lessons</li> <li>Students will learn to prepare main entrees</li> <li>Students will learn how to prepare vegetables</li> <li>Students will learn how to prepare starches</li> </ul>		<p>Why is it important for me to demonstrate kitchen safety?</p> <p>How can I use commercial equipment safely?</p> <p>Why is it important to let the instructor know of unsafe equipment?</p> <p>Why is it important for me to demonstrate and identify knife skills?</p> <p>How can I use commercial equipment safely?</p>

## Culinary Arts II

<ul style="list-style-type: none"> <li>• Students will learn how to prepare breads/yeast products</li> <li>• Students will learn how to prepare soups</li> <li>• Students will learn how to prepare salads/dressings</li> <li>• Students will learn how to prepare baked goods/pastries/desserts</li> <li>• Students will learn to use garnishing techniques</li> <li>• Students will learn presentation and table settings</li> </ul>	<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 an entrée?</p> <p>What classifies a food as a vegetable side versus a vegetable entrée?</p> <p>What is the internal temperature for cooking meat products?</p> <p>What classifies food as a starch?</p> <p>What classifies a food as a bread product?</p> <p>How does one avoid foodborne illness when working with high risk foods?</p> <p>What are the symptoms of food contamination?</p> <p>Why is presentation of importance?</p> <p>Why is table setting of importance?</p>
<p><b><u>Content:</u></b></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Recipe reading/deciphering</li> <li>• Which leavening agents to use</li> <li>• Dry measurements</li> <li>• Liquid measurements</li> <li>• Measuring techniques</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>• Language arts</li> <li>• Mathematics</li> </ul>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Recipe forms (mathematics and literacy)</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher test/quiz</li> <li>• Response to open-ended questions</li> </ul>



## Culinary Arts II

<ul style="list-style-type: none"> <li>• Weekly quizzes</li> <li>• Project Presentations</li> <li>• Class Assignments</li> <li>• Class participation</li> <li>• Midterm exam/Final exam</li> <li>• Research</li> <li>• Student demonstrations</li> <li>• Completed projects/assignments</li> <li>• Grading for aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>• Response to classroom discussion</li> <li>• Rubrics</li> <li>• Student practical presentations</li> <li>• Writing projects</li> <li>• Class project demonstrations</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>ServSafe Text</p> <p>Culinary Essentials Text</p> <p>Online Culinary Resources</p> <p>NOCTI – Culinary</p> <p><b>Work Based Learning:</b></p> <ul style="list-style-type: none"> <li>• Guest speakers from Rowan College at Burlington County College's Culinary program visit once per semester.</li> <li>• Students are introduced to rigorous sanitation practices that are pertinent in the Culinary field.</li> <li>• Guest speakers from a local restaurant will do a presentation once per semester to showcase the reality of the Culinary/Restaurant industry</li> <li>• Field Trips are planned to visit post high school Culinary Arts institutions to include Cape Atlantic County Culinary and Rowan at Burlington County Culinary</li> <li>• Opportunity are given the opportunity to shadow staff at a local restaurant</li> </ul>	<p><b><u>Resources:</u></b></p> <p>*The New Jersey Amistad Commission Interactive Curriculum  <a href="http://www.njamistadcurriculum.net">www.njamistadcurriculum.net</a></p> <p>*NJ Commission on Holocaust Education  <a href="https://www.nj.gov/education/holocaust/resources/">https://www.nj.gov/education/holocaust/resources/</a></p> <p>*LGBT and Disabilities Law  <a href="https://sharemylesson.com/collections/lgbtq-history-mont-h-free-lesson-plans-resources-and-activities">https://sharemylesson.com/collections/lgbtq-history-mont-h-free-lesson-plans-resources-and-activities</a>  <a href="https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/">https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</a></p>
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## Culinary Arts II

<ul style="list-style-type: none"> <li>• Students will work with industrial equipment that is indigenous to a commercial kitchen setting</li> <li>• Students are involved with the budget process of the Culinary program</li> </ul>	
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### 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

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
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 II

## Pacing Guide

Course Name	Resource	Standards
MP 1 Culinary Arts II		<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>
<b>UNIT 1</b> Culinary Safety and Baking Skills 23 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	
MP 1 Culinary Arts II		
<b>UNIT 2</b> Knife Skills-Meats/Vegetables - Garnishing 22 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	
MP 2 Culinary Arts II		
<b>UNIT 3</b> Mother Sauces, Stocks and Bases 23 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	
MP 2 Culinary Arts II		
<b>UNIT 4</b> Entrees, Table Settings, Presentations 22 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	