



# Pemberton Township Schools

## Curriculum Guide

**Subject:** Culinary Arts

**Course:** Culinary Arts III

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

**Written By:** John Mocchi

**Date:** October 2021

**Course Description:**

Culinary Arts III is an advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the Culinary world. Once the student completes this course, he/she will be proficient in the components of commercial kitchen safety and sanitation, dining room service, food preparation and presentation, commercial baking preparation skills and equipment with advanced cooking principles. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level.

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

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

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

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

## Culinary Arts III

<b>Unit Title:</b> Safety/Knife Skills Review/Commercial 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 identify various knives used in the commercial kitchen to include: chef/utility knife, paring knife, boning knife, bread knife, filleting knife,</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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<p>santuko knife</p> <ul style="list-style-type: none"> <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> <li>• Students will learn the standards set by the National Restaurant Institute</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 prepare basic pastries</li> <li>• Students will prepare and design various cookie recipes</li> <li>• Students will prepare various icings</li> <li>• Students will learn kitchen safety</li> <li>• Students will demonstrate using commercial kitchen equipment safely</li> <li>• Students will learn to recognize and identify safe equipment</li> <li>• Students will describe the uses of all commercial equipment</li> <li>• Students will demonstrate safe sanitation procedures of all equipment</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>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>What are the functions of a commercial baker?</p> <p>When baking, how do I apply the correct mathematical concepts related to 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, or baking powder?</p> <p>When baking, what is the difference between a batter and a dough?</p> <p>What classifies food as an entrée?</p> <p>What classifies 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>
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	<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>Why should I need a vocabulary list?</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>	
<b>Stage 2: Assessment Evidence</b>	
<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>
<b>Stage 3: Learning Plan</b>	
<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</p>	<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>

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<b>Work Based Learning:</b> <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 to work at a local restaurant is offered to students interested in the culinary field</li><li>• Students will work with industrial equipment that is indigenous to a commercial kitchen setting</li><li>• Students are involved in the budget process of the Culinary program</li><li>• Students will take the ServSafe certification examination</li></ul>	<p>*LGBT and Disabilities Law</p> <p><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></p> <p><a href="https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/">https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</a></p>		
<b><u>Differentiation</u></b> *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	Build on importance of content and professional skills  Varied lessons and recipe with	Build a Team Structure  Learn teamwork skills	<b>Any</b> 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

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<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>increased skill recipes and techniques</p> <p>Encourage to explore and experiment with new recipes and techniques</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>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>
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## Culinary Arts III

<b>Unit Title:</b> Pastries and Practical Doughs		
<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 learn kitchen safety</li> <li>Students will demonstrate using commercial kitchen equipment safely</li> <li>Students will learn to recognize and</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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<p>identify safe equipment</p> <ul style="list-style-type: none"> <li>• Students will describe the uses of all commercial equipment</li> <li>• Students will demonstrate safe sanitation procedures of all equipment</li> <li>• Students will learn mixing and production methods</li> <li>• Students will learn pie doughs and short pastries</li> <li>• Students will learn puff pastry</li> <li>• Students will learn how to prepare éclair paste</li> <li>• Students will learn how to prepare strudel and phyllo doughs</li> <li>• Students will learn how to prepare baked meringues</li> <li>• Students will identify various pastas</li> <li>• Students will identify various pasta sauces</li> <li>• Students will identify various dough recipes for various types of pastas</li> <li>• Students will learn to prepare pasta with red marinara sauce</li> <li>• Students will learn to prepare bolognese sauce</li> <li>• Students will learn to prepare pasta with garlic sauce</li> <li>• Students will learn to prepare pasta with cream/parmesan sauce</li> <li>• Students will learn to prepare pasta with cheese sauce</li> <li>• Students will identify various types of rice/grains</li> <li>• Students will learn to identify and prepare various rice recipes to include some risottos</li> </ul>	<p>What is the difference between pastry mixes?</p> <p>Is a batter different from a dough?</p> <p>What are the different leavening agents used?</p> <p>What sauces complement each pasta?</p> <p>What is the major difference between fresh and dry pastas?</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>	



## Culinary Arts III

### Stage 2: Assessment Evidence

<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>
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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> </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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<ul style="list-style-type: none"> <li>• Opportunity to work at a local restaurant is offered to students interested in the culinary field</li> <li>• Students will work with industrial equipment that is indigenous to a commercial kitchen setting</li> <li>• Students are involved in the budget process of the Culinary program</li> <li>• Students will take the ServSafe certification examination</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>
<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><b>Any</b> 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:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

## Culinary Arts III

<b>Unit Title:</b> Bases, Stocks, Sauces		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</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>Career Readiness, Life Literacies and Key Skills</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>Central Idea/Enduring Understanding:</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 soup bases</li> <li>Students will identify various soup stocks</li> <li>Students will learn to prepare various soup bases</li> </ul>		<b>Essential/Guiding Question:</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 is it important for me to demonstrate and identify knife skills?  How can I use commercial equipment safely?

## Culinary Arts III

<ul style="list-style-type: none"> <li>• Students will learn to prepare various soup stocks</li> <li>• Students will learn to prepare meat-based stocks</li> <li>• Students will learn to prepare vegetable based stocks</li> <li>• Students will learn to prepare cream based stocks</li> </ul>	<p>Why is it important to distinguish between soup bases?</p> <p>Why are stocks an important staple in the culinary field?</p> <p>Why is making fresh stocks better than using canned stocks?</p> <p>What bases are used for stocks?</p> <p>What is a basic Miripoix?</p> <p>How do bases and stock differ?</p> <p>What are the symptoms of food contamination?</p> <p>Why is presentation 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> <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 III

### 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 to work at a local restaurant is offered to students interested in the culinary field
- Students will work with industrial equipment that is indigenous to a commercial kitchen setting
- Students are involved in the budget process of the Culinary program
- Students will take the ServSafe certification examination

#### 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/>

## Culinary Arts III

<b><u>Differentiation</u></b> *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 III

<b>Unit Title:</b> Seafood, 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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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 seafood animals for foods</li> <li>Students will identify various white fish</li> <li>Students will identify various shellfish</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>How can I use commercial equipment safely?</p> <p>Why should I need a vocabulary list of terms I'll already be learning?</p>

## Culinary Arts III

<ul style="list-style-type: none"> <li>• Students will learn how to safely and properly prepare fresh seafood</li> <li>• Students will learn how to safely and properly prepare fresh shellfish</li> <li>• Students will learn sauces that tag along with various seafood</li> <li>• Students will learn coatings, batters and breading that accompany various seafood</li> <li>• Students will prepare main entrées</li> <li>• Students will prepare vegetables</li> <li>• Students will prepare starches</li> <li>• Students will prepare breads/yeast products</li> <li>• Students will prepare soups</li> <li>• Students will prepare salads/dressings</li> <li>• Students will prepare baked goods/pastries/desserts</li> <li>• Students will use garnishing techniques</li> <li>• Students will learn presentation and table settings</li> </ul>	<p>Why is it important to distinguish between soup bases?</p> <p>Why are stocks an important staple in the culinary field?</p> <p>Why is making fresh stocks better than using canned stocks?</p> <p>What bases are used for stocks?</p> <p>What is a basic Miripoix?</p> <p>How do bases and stock differ?</p> <p>What are the symptoms of food contamination?</p> <p>Why is presentation 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> <li>• Weekly quizzes</li> <li>• Presentations</li> <li>• Class Assignments</li> <li>• Class participation</li> <li>• Midterm exam/Final exam</li> <li>• Research</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> </ul>



## Culinary Arts III

<ul style="list-style-type: none"> <li>• Student demonstrations</li> <li>• Completed projects/assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Writing projects</li> <li>• Class project demonstrations</li> </ul>
<b>Stage 3: Learning Plan</b>	
<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 to work at a local restaurant is offered to students interested in the culinary field</li> <li>• Students will work with industrial equipment that is indigenous to a commercial kitchen setting</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>

## Culinary Arts III

- Students are involved in the budget process of the Culinary program
- Students will take the ServSafe certification examination

### 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 III

## Pacing Guide

Course Name	Resource	Standards
MP 1 Culinary Arts III		<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> Commercial Kitchen Safety Knife Cuts for Meats and Vegetable Baking Skills 23 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	
MP 1 Culinary Arts III		
<b>UNIT 2</b> Pastries and Practical Doughs 22 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	
MP 2 Culinary Arts III		
<b>UNIT 3</b> Bases, Stocks, Sauces 23 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	
MP 2 Culinary Arts III		
<b>UNIT 4</b> Seafood, Presentations 22 Days	<b>CHAPTERS</b> Skills Assessment Written Assessment	