

Orange Public Schools

CULINARY

(Basic Foods; Diet & Nutrition; Culinary Arts; Foodservice Prep)



OBE Approval Date: **October 13, 2015**

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*Culinary Teacher*

Orange Public Schools  
Basic Foods



OBE Approval Date: \_\_\_\_\_

## Basic Foods

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 1- Grains		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
Grains are a staple food in many cultures of the world, as it is cheap and is grown in abundance. The most number of servings are recommended from the grain group according to MyPlate guidelines. There are variety of grains available in the market and knowing how to select, store and prepare them is a valuable skill.			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• <b>9.3.12.AG.-FD.2:</b> Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</li> <li>• <b>9.3.12.AG-FD.4:</b> Explain the scope of the food industry and the historical and current developments of food products and processing.</li> <li>• <b>9.3.HT-RFB.4</b> Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• <b>9.3.HT-RFB.10</b> Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• <b>8.1.B.6:</b> Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<ul style="list-style-type: none"> <li>• <b>2.1.12.B.3:</b> Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health. <b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</li> </ul>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• Which food grows in abundance?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• List variety of grains.</li> <li>• Explain why grains and grain products are consumed in every culture.</li> <li>• Identify parts of a kernel and nutritional value of each part.</li> </ul>			

- Explain the difference between whole grain and refined grain products, identifying which is a healthier option.
- Define the term 'enriched' used on labels of most grain products.
- List variety of flours available in the market and their use.
- Discuss different varieties of rice available in the market.
- Describe the best way to store grains.
- Explain how to prepare various grain products.
- Explain how soaking reduces the cooking time of dried beans.
- Demonstrate basic preparation of grain products.

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.																			
Check all that apply. 21 <sup>st</sup> Century Themes	Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills																		
<table border="1"> <tr><td><input type="checkbox"/></td><td>Global Awareness</td></tr> <tr><td>X</td><td>Environmental Literacy</td></tr> <tr><td>X</td><td>Health Literacy</td></tr> <tr><td><input type="checkbox"/></td><td>Civic Literacy</td></tr> <tr><td><input type="checkbox"/></td><td>Financial, Economic, Business, and Entrepreneurial Literacy</td></tr> </table>	<input type="checkbox"/>	Global Awareness	X	Environmental Literacy	X	Health Literacy	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy	<table border="1"> <tr><td>E</td><td>Creativity and Innovation</td></tr> <tr><td>E,A</td><td>Critical Thinking and Problem Solving</td></tr> <tr><td>E</td><td>Communication</td></tr> <tr><td>T,A</td><td>Collaboration</td></tr> </table>	E	Creativity and Innovation	E,A	Critical Thinking and Problem Solving	E	Communication	T,A	Collaboration
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E	Creativity and Innovation																		
E,A	Critical Thinking and Problem Solving																		
E	Communication																		
T,A	Collaboration																		
Student Learning Targets/Objectives																			
<ul style="list-style-type: none"> <li>• Discuss different varieties of flour and their use.</li> <li>• Identify the parts of a grain and explain the nutritional composition of common grains.</li> <li>• Describe how heat and liquid affect grains.</li> <li>• Prepare various grain products.</li> </ul>																			
Assessments																			
<ul style="list-style-type: none"> <li>• Pre and Formative Do Now/Quiz/Classwork</li> <li>• Summative: Test</li> <li>• Other assessment measures: Food Lab/Project (Rubric based)</li> </ul>																			
Teaching and Learning Actions																			
<b>Instructional Strategies</b> Graphic Organizers Circulate & provide assistance on as needed basis.	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Food Lab</li> </ul>																		
<b>Activities</b> Use of crosswords for terms.	<ul style="list-style-type: none"> <li>• List variety of grains &amp; grain products (cereals/flour etc.)</li> <li>• Show variety of whole grains. Allow students to guess the grain.</li> <li>• Label parts of kernel on a diagram.</li> <li>• Show students variety of grain products in the pantry. Let students read the</li> </ul>																		

<p><b>Graphic Organizers.</b>  <b>Extra time.</b>  <b>Provide English to Spanish &amp; English to Creole vocabulary sheet.</b></p>	<p>labels of the products. Direct them to look for terms such as enriched, refined, whole grain and multigrain; students will use the textbook to find out what these terms mean. Discuss their finding.</p> <ul style="list-style-type: none"> <li>• Research the staple grain of the assigned region of the world and how it is prepared.</li> <li>• Use crossword puzzle to familiarize with the content vocabulary.</li> <li>• Make a list of food products available in market that have wheat/corn/rice as an ingredient. Students should come up with list of foods like soups, cookies, cereals, breads, tortilla chips, puddings etc.)</li> <li>• Prepare soup using flour as a thickener, then discussing how starch absorbs liquid in heat.</li> <li>• Show different varieties of rice available in the market.</li> <li>• Discuss basic cooking methods used for grains. Use a graphic organizer to list a type of grain, how much liquid is needed to cook it, and the temperature it should be cooked.</li> <li>• Prepare variety of grain products. (authentic assessment – rubric based)</li> <li>• Take written test.</li> </ul>
<p><i>Experiences</i></p>	<p>Visit a grocery store and look at variety of cereal products and rice products.</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• Textbook: Largen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</li> </ul>	
<p><b>Suggested Time Frame:</b></p>	<p>2 weeks</p>

*D- Indicates differentiation at the Lesson Level.*

## Basic Foods

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 2- Fruits & Vegetables.		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
Vegetables and fruits are available in the market in variety of forms. The know-how of characteristics to look for when purchasing fresh vegetables and fruits is a useful one for life. When fresh vegetables and fruits are consumed they provide variety of vitamins and minerals. It is beneficial to know which cooking techniques will retain the nutrients, flavor and color.			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• <b>9.3.12.AG.-FD.2:</b> Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</li> <li>• <b>9.3.12.AG-FD.4:</b> Explain the scope of the food industry and the historical and current developments of food products and processing.</li> <li>• <b>9.3.HT-RFB.4</b> Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• <b>9.3.HT-RFB.10</b> Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>	<b>Interdisciplinary Standard(s)</b>		
<ul style="list-style-type: none"> <li>• <b>8.1.B.6:</b> Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2.1.12.B.3:</b> Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health. <b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</li> </ul>		
<b>Essential Question(s)</b>			
What is the difference between fruit and a vegetables?			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Categorize vegetables based on the part of a plant (leaves, stem, roots, flowers, seeds, tubers) and based on sub groups (dark green vegetables, red &amp; orange vegetables, starchy vegetables, beans/peas and other vegetables).</li> </ul>			

- Identify the nutrients provided by these vegetables.
- List peak season for some commonly used vegetables.
- Describe the qualities to look for when buying fresh vegetables.
- Describe how the following vegetables should be stored: corn, potatoes, tomatoes, onions, green beans, acorn squash.
- Prepare fresh, frozen, and canned carrots, peas, corn, and spinach. Evaluate the samples for taste, texture, and color. Determine which one would be their first choice to use.
- Explain how should dried beans and legumes be cooked.
- Prepare broccoli for 5 minutes, 10 minutes and 15 minutes in small amount of water. Compare the difference in color, texture and preparation. Discuss effect of cooking on the vegetables
- Classify the fruits; drupes, pomes, citrus, melons, tropical fruits.
- List the nutrients in commonly used fruits.
- Compare nutritional value of one serving of apple juice and one serving of fresh apple. Discuss which one is a healthier choice.
- Identify signs of quality and ripeness when buying various types of fresh fruit.
- List the fruits that are available in all 4 forms; fresh, canned, frozen and dried.
- Compare the cost of a fresh fruit with its frozen and canned counterpart. Which one is more economical
- Prepare recipes using fruit.

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.			
Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> <li>• Explain how to properly select and store fruits and vegetables.</li> <li>• Describe the principles and methods of cooking fruits and vegetables.</li> <li>• Prepare fruits and vegetables preserving their colors, textures, flavors and nutrients..</li> </ul>			
Assessments			
<ul style="list-style-type: none"> <li>• Pre and Formative Do Now/Quiz/Classwork</li> <li>• Summative: Test</li> <li>• Other assessment measures: Food Lab/Project (Rubric based)</li> </ul>			
Teaching and Learning Actions			
Instructional Strategies		<ul style="list-style-type: none"> <li>• Discussions</li> </ul>	

<p><b>Graphic Organizers</b> Circulate &amp; provide assistance on as needed basis.</p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Food Lab</li> </ul>
<p><b>Activities</b> Use of crosswords for terms. Graphic Organizers. Extra time. Provide English to Spanish &amp; English to Creole vocabulary sheet.</p>	<ul style="list-style-type: none"> <li>• Discuss vegetables and their nutritional significance.</li> <li>• Use crossword puzzle to familiarize with the content vocabulary.</li> <li>• Use graphic organizers to categorize vegetables based on the sub groups.</li> <li>• List commonly used vegetables and write down their peak season and how it should be stored.</li> <li>• Prepare fresh, frozen, and canned carrots, peas, corn, and spinach. Evaluate the samples for taste, texture, and color. Determine which one would be there first choice to use.</li> <li>• Visit a grocery store website and compare prices of fresh, frozen and canned vegetable. Discuss which one is cheaper.</li> <li>• Take notes about how to cook dried beans and legumes.</li> <li>• Prepare broccoli with little water for 5 minutes, 10 minutes and 15 minutes. Write down their observation about the color, texture, flavor of the vegetables. Discuss the changes in texture due to cooking.</li> <li>• Use a graphic organizer and classify the fruits; drupes, pomes, citrus, melons, tropical fruits.</li> <li>• List the nutrients in commonly used fruits.</li> <li>• Visit the USDA National Nutrient Database and compare nutritional value of one serving of apple juice and one serving of fresh apple. Discuss which one is a healthier choice.</li> <li>• Visit the USDA National Nutrient Database and calculate the calories per gram provided by fresh and dried apricots, grapes &amp; raisins. Write down what this indicates about including dried fruit in the diet.</li> <li>• Identify signs of quality and ripeness when buying various types of fresh fruit.</li> <li>• List the fruits that are available in all 4 forms; fresh, canned, frozen and dried.</li> <li>• Visit a grocery store website and compare the cost of a fresh fruit with its frozen and canned counterpart. Write down which one is more economical and why?</li> <li>• Prepare variety of fruit products. (authentic assessment – rubric based)</li> <li>• Take written test.</li> </ul>
<p><b>Experiences</b></p>	<p>Visit a farm for fruit picking.</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="http://ndb.nal.usda.gov/">http://ndb.nal.usda.gov/</a></li> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• Textbook: Largen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</li> </ul>	
<p><b>Suggested Time Frame:</b></p>	<p>3 weeks.</p>

*D- Indicates differentiation at the Lesson Level.*

## Basic Foods

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 3- Dairy & Eggs		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
Dairy products and Eggs are very versatile in use, they are used in sweet and savory food products. The foods with dairy products must be cooked at a particular temperature to achieve desirable results. Both are highly perishable and must be stored properly.			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• <b>9.3.12.AG.-FD.2:</b> Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</li> <li>• <b>9.3.12.AG-FD.4:</b> Explain the scope of the food industry and the historical and current developments of food products and processing.</li> <li>• <b>9.3.HT-RFB.4</b> Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• <b>9.3.HT-RFB.10</b> Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• <b>8.1.B.6:</b> Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<ul style="list-style-type: none"> <li>• <b>2.1.12.B.3:</b> Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</li> </ul> <p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	
<b>Essential Question(s)</b>			
What did come first egg or chicken?			
Does the milk have to be from cow to be considered 'dairy'?			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Investigate ways food containing eggs can be prepared to lower their cholesterol content.</li> <li>• Describe how eggs are graded and sized.</li> <li>• Compare the appearance of just been purchased fresh egg with one that has been in the refrigerator for 3</li> </ul>			

weeks.

- Identify various functions of eggs as an ingredient. (binding agent, emulsifier, thickener, leavening agent)
- Describe the effects of adding fat, acid, and sugar to an egg white.
- Define the content terms.
- Prepare variety of dishes that displays various functions of eggs
- Explain how to use eggs when recipe calls for a raw egg.
- List various types of milks available in market.
- Evaluate the appearance and flavor of reconstituted evaporated milk and dry milk.
- Compare the nutritional content of milk and non dairy milk substitutes available in the market. Evaluate which is a healthier choice.
- Discuss how various dairy products can be stored.
- Compare cost of one serving of fresh milk, evaporated milk, dry milk, UHT milk.
- Explain what causes the following undesirable reactions when heating milk: scum formation, boiling over, curdling and scorching.
- Make homemade yogurt.
- Compare cost of American cheese sold in bulk, sliced and individually wrapped, and shredded.
- Describe the changes that takes place when heavy cream is whipped.
- Prepare variety of dishes using dairy products.

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.			
Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	E Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E,A Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	E Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	T,A Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> <li>• List the factors affecting selection of eggs.</li> <li>• Prepare recipes using eggs and explain the various functions of eggs as an ingredient in the recipe.</li> <li>• Describe the principles and methods for cooking eggs.</li> <li>• List the factors affecting the selection of dairy products.</li> <li>• Describe guidelines for preventing adverse reactions when cooking with dairy products.</li> <li>• Prepare variety of dishes using milk, cream, cheese and other dairy products.</li> </ul>			
Assessments			
<ul style="list-style-type: none"> <li>• Pre and Formative Do Now/Quiz/Classwork</li> <li>• Summative: Test</li> </ul>			

- Other assessment measures: Food Lab/Project (Rubric based)

*Teaching and Learning Actions*

<p><i>Instructional Strategies</i>  <b>Graphic Organizers</b>  <i>Circulate &amp; provide assistance on as needed basis.</i></p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Food Lab</li> </ul>
<p><i>Activities</i>  <b>Use of crosswords for terms.</b>  <b>Graphic Organizers.</b>  <i>Extra time.</i>  <b>Provide English to Spanish &amp; English to Creole vocabulary sheet.</b></p>	<ul style="list-style-type: none"> <li>• Discuss eggs and their nutritional significance. Students will review recipes that require eggs and make suggestions how it can be modified to reduce cholesterol</li> <li>• Use crossword puzzle to familiarize with the content vocabulary.</li> <li>• Compare the appearance of fresh egg and an egg that has been in the refrigerator for 3 weeks. Write down what they observe.</li> <li>• Answer questions regarding selection and storage of eggs.</li> <li>• Read the section of the chapter that reviews various functions of eggs in recipes. Students will review recipes and share it with classmates and inform why is egg used in that recipe.</li> <li>• Students will be divided in 4 groups. Each group will whip egg whites and each group will add one of the following: fat, acid, sugar and only egg white. Then, compare the difference in volume.</li> <li>• Prepare recipes that use eggs.</li> <li>• Use graphic organizers to categorize all different forms of milk available in the market.</li> <li>• Evaporated milk and dry milk will be reconstituted, then students will observe the difference in appearance and taste. Discuss the differences that they have observed, which of these will be a better choice.</li> <li>• Provide students with nutrition fact labels of regular milk, soy milk, almond milk. Students are going to compare the calories, protein, fat (type of fat), carbohydrate and calcium content of each type of milk. Discuss if these nontraditional dairy products are true substitution for milk. Prepare a recipe that uses milk and substitute it with either soy or almond milk.</li> <li>• Visit a grocery store website and compare prices of American cheese, individually sliced cheese and shredded cheese. Discuss which one is cheaper and why.</li> <li>• Discuss shelf life of dairy products and advantages of UHT, evaporated and dry milk.</li> <li>• Read the chapter on dairy in the textbook, then explain what causes the following undesirable reactions when heating milk: scum formation, boiling over, curdling, and scorching.</li> <li>• Divide the class in groups and then each group prepares a provided recipe of a cream soup. Then students will evaluate which cream soup curdled and why?</li> <li>• Define content vocabulary terms using crossword puzzle.</li> <li>• Demonstration of melting qualities of cheeses by placing 2 slices of bread in quarters, then placing a slice of pasteurized process cheese on one and American cheddar cheese on the other. Bake at 325 degrees Fahrenheit. Remove one piece of each bread at 5, 10, 15, and 20 minutes. Ask students to evaluate the appearance, flavor, and texture of the various samples.</li> <li>• Research and create a class presentation on one of the following topics: milk production, product development in dairy industry, dairy products and osteoporosis, lactose intolerance, and use of dairy products in other cultures.</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare variety of dairy products. (authentic assessment – rubric based)</li> <li>• Take written test.</li> </ul>
<i>Experiences</i>	
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• Textbook: Largen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</li> </ul>	
<b>Suggested Time Frame:</b>	3 weeks.

*D- Indicates differentiation at the Lesson Level.*

## Basic Foods

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 4- Protein Group (Meats/Poultry/Seafood)		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
Meats belong in the protein group in MyPlate. Cooking with meat requires skills and knowledge about the type of meat, cut of meat and cooking techniques that would be appropriate for the type of meat and cut. The information on protein group is beneficial t			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.3.12.AG.-FD.2: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</li> <li>• 9.3.12.AG-FD.4: Explain the scope of the food industry and the historical and current developments of food products and processing.</li> <li>• 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<p style="text-align: center;"><b>Technology Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 2.1.12.B.3: Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.</li> </ul> <p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>		
<b>Essential Question(s)</b>			
<p>What is your favorite meat dish?</p> <p>Why do you think that meat is so popular in US?</p>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Discuss factors used to determine meat grades.</li> <li>• Explain the difference between wholesale cut and retail cut.</li> <li>• Label the location in the animal indicated by a particular wholesale cut.</li> </ul>			

- Define the content vocabulary.
- Determine how many pounds of the following cuts of meat they would need to buy to feed 4 adults: rolled beef rump roast, lamb rib chops, pork spareribs, pork sausage links.
- Determine the cost per serving of a boneless cut with their bone-in counterparts.
- Prepare different cuts of meat using various cooking techniques.
- Identify best cooking method for each cut.
- Explain what is considered as poultry.
- List various purchase forms of poultry available in the market.
- Compare the total fat and saturated fat content of the ground beef and lean cut, chicken and beef, chicken with skin and skinless chicken, dark meat chicken and light meat chicken.
- Explain proper selection and storage procedures for poultry meat.
- Explain why it important to cook poultry to the well done stage.
- Demonstrate how to truss a chicken.
- Prepare poultry using various cooking techniques.
- Classify varieties of seafood into lean fish, fat fish, crustaceans and mollusks.
- List the 5 forms in which finfish is available in the market.
- Compare the cost of fresh and frozen finfish.
- Explain how to select and store finfish.
- Prepare fish using moist and dry cooking techniques.

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.			
Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> E	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> T,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> <li>• List the factors affecting selection of meats, poultry and seafood.</li> <li>• Describe how to properly store meats, poultry and seafood.</li> <li>• Describe the principles and methods of cooking meats, poultry and seafood.</li> <li>• Compare the fat content of various meats and identify tips to limit the fat content.</li> <li>• Prepare variety of meats, poultry and seafood.</li> </ul>			
Assessments			
<ul style="list-style-type: none"> <li>• Pre and Formative Do Now/Quiz/Classwork</li> <li>• Summative: Test</li> </ul>			

- Other assessment measures: Food Lab/Project (Rubric based)

**Teaching and Learning Actions**

**Instructional Strategies**  
**Graphic Organizers**  
 Circulate & provide assistance on as needed basis.

- Discussions
- Graphic Organizers
- Note taking
- Group work
- Food Lab

**Activities**  
 Use of crosswords for terms.  
 Graphic Organizers.  
 Extra time.  
 Provide English to Spanish & English to Creole vocabulary sheet.

- Read the chapter and list factors that determine meat grades.
- Explain the difference between wholesale cut and retail cut by showing the label.
- Label the location in the animal indicated by a particular wholesale cut and identify whether cuts from that part are generally tender or less tender and which cooking method is used for this.
- Define the content vocabulary using the textbook. Complete a crossword puzzle.
- Discuss the serving portion size of meat, the cost of meat per serving and the amount of waste (bones). Determine how many pounds of the following cuts of meat they would need to buy to feed 4 adults: rolled beef rump roast, lamb rib chops, pork spareribs, pork sausage links.
- Food Lab: Prepare different cuts of meat using various cooking techniques.
- Ask students to look for the terms fowl and poultry. Students will write down the definitions of two terms. Discuss the various forms of poultry. Students will visit various forms and then visit the shoprite website and get price for each form of poultry and calculate cost per serving of each form.
- Discuss the safe handling of poultry and preparation to proper degree of doneness to prevent foodborne illness. Students will complete statements about poultry selection and storage.
- Students will do a search on national nutrient databank and compare the total fat and saturated fat content of the ground beef and lean cut, chicken and beef, chicken with skin and skinless chicken, dark meat chicken and light meat chicken. List the meats in lowest fat to highest fat content and evaluate which ones will be healthier choice.
- Demonstrate how to truss a chicken.
- Prepare poultry using various cooking techniques.
- Use graphic organizer to classify varieties of seafood into lean fish, fat fish, crustaceans and mollusks.
- Use the text book and list the 5 forms in which finfish is available in the market.
- Visit a shoprite website and compare the cost of fresh and frozen finfish.
- Use the textbook and read about the qualities to consider when selecting seafood.
- Prepare fish using moist and dry cooking techniques. (rubric based authentic assessment)
- Written Test (Summative assessment)

**Experiences**

**Resources**

- <http://www.choosemyplate.gov/>

- <http://ndb.nal.usda.gov/>
- Textbook: Lagen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.

Suggested Time Frame:

3 weeks.

*D- Indicates differentiation at the Lesson Level.*

NJASCD, 12 Centre Drive Monroe Township, NJ 08831 [njascd](#).

Orange Public Schools  
Diet & Nutrition



OBE Approval Date: \_\_\_\_\_

## Diet & Nutrition

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 1: Food & Kitchen Safety and Sanitation		
<b>Common Core Anchor Standard</b>			
<p><b>RST:2 Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in text by paraphrasing them in simpler but still accurate terms.</b></p> <p><b>WHST:7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p>			
<b>Overview/Rationale</b>			
<p>Maintaining clean and safe environment is crucial in prevention of illness and for the safety of people working in the kitchen area. Whether it is an individual cooking at home or a foodservice personnel working in commercial kitchen, compliance to food/kitchen safety and sanitation principles is the first step that leads to prevention of foodborne illnesses and accidents in the kitchen.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>● <b>9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.</b></li> <li>● <b>9.3.HT-RFD.9: Utilize technical resources for food services and beverage operations to update or enhance present practice.</b></li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>● <b>8.1.B:6 Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: On-line resources and databases; search engines and subject directories.</b></li> </ul>		<ul style="list-style-type: none"> <li>● <b>CCCS:2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</b></li> <li>●</li> </ul>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>● <b>Why is safety and sanitation an important issue?</b></li> <li>● <b>Why are guidelines for personal hygiene and safety necessary?</b></li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>● <b>Explain the importance of personal cleanliness.</b></li> <li>● <b>Identify the hazards in the kitchen.</b></li> <li>● <b>Differentiate between safe and unsafe practices in the kitchen.</b></li> <li>● <b>Correlate between microorganisms and foodborne illnesses.</b></li> <li>● <b>Describe the symptoms and treatments of foodborne illnesses.</b></li> </ul>			

- Analyze common kitchen practices that may lead to cross-contamination.
- Demonstrate kitchen and food safety practices.
- Discuss the role of government agencies in ensuring food safety.

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.																			
<p><i>Check all that apply.</i></p> <p><b>21<sup>st</sup> Century Themes</b></p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p>																		
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T	Critical Thinking and Problem Solving																		
A	Communication																		
E	Collaboration																		
Student Learning Targets/Objectives																			
<ul style="list-style-type: none"> <li>• Analyze the common kitchen practices for food &amp; kitchen safety.</li> <li>• Research on a foodborne illness outbreak and evaluate the cause of it and explain how it could be prevented.</li> <li>• Demonstrate food &amp; kitchen safety guidelines during food preparation.</li> </ul>																			
Assessments																			
<ul style="list-style-type: none"> <li>• Pre and Formative: Do Now – quiz. Oral questions. Review of classwork and homework.</li> <li>• Summative: Written test</li> <li>• Other assessment measures: Observation during food lab</li> </ul>																			
Teaching and Learning Actions																			
<p><i>Instructional Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrations</i></li> <li>• <i>Working in groups</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Cooperative Learning</li> <li>• Research</li> <li>• Food Lab</li> </ul>																		
<p><i>Activities</i></p> <p><i>Demonstrations</i></p> <p><i>Sensoryworld interactive game</i></p>	<ul style="list-style-type: none"> <li>• Discuss common injuries that can take place in the kitchen.</li> <li>• Create flexible groups of 3-4 and assign each member a topic. They read the information about the topic from the textbook and take notes. After 10 minutes all the students assigned the same topic meet and compare notes. After 10 minutes they go back to their groups and share the information.</li> <li>• Tour of the kitchen/food lab and discuss safety hazards in each area. Allow students to give preventive tips that can be used for each area.</li> <li>• Discuss foodborne illnesses and food safety.</li> <li>• Homework: Each student will search on the internet about a recent case of foodborne illness reported. Student will complete a worksheet with details</li> </ul>																		

	<p>about the incident, such as what caused the foodborne illness, why did it happen, when did the incident take place, who got affected and what happened to the victim/patient (signs &amp; symptoms of foodborne illness) and how could the incident have been prevented (students own opinion/analysis on the topic). Students will share their search results with the class.</p> <ul style="list-style-type: none"> <li>• In class students will use their phones to visit FDA &amp; USDA websites and read how these agencies regulate food industry. Also, list what items have been recalled in past 1-2 months because of risk of contamination. Then discuss it in class.</li> <li>• Complete crossword puzzle and participate in sensoryworld game.</li> <li>• Food lab: demonstrating personal hygiene, food &amp; kitchen safety guidelines.</li> </ul>
<p><i>Experiences</i></p> <p><i>D</i></p>	
<p>Resources</p>	
<ul style="list-style-type: none"> <li>• <a href="http://www.foodsafety.gov">http://www.foodsafety.gov</a></li> <li>• <a href="http://www.cdc.gov/foodborneburden">http://www.cdc.gov/foodborneburden</a></li> <li>• <a href="http://www.fda.gov/Safety/Recalls/default.htm">http://www.fda.gov/Safety/Recalls/default.htm</a></li> <li>• <a href="http://www.fsis.usda.gov/wps/portal/fsis/topics/regulatory-compliance">http://www.fsis.usda.gov/wps/portal/fsis/topics/regulatory-compliance</a></li> <li>• <a href="http://www.sensoryworld.org/kitchen_entry.html">http://www.sensoryworld.org/kitchen_entry.html</a></li> <li>• Textbook: Largen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</li> </ul>	
<p>Suggested Time Frame:</p>	<p>2 week</p>

*D- Indicates differentiation at the Lesson Level.*

## Diet & Nutrition

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 2 – Kitchen Basics		
<b>Common Core Anchor Standard</b>			
<p><b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</p> <p><b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p>			
<b>Overview/Rationale</b>			
<p>This introductory course provides an opportunity to develop some basic knowledge about kitchen tools, equipment and basic food preparation skills. It lays a foundation to build on by taking sequential foods and culinary courses.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>● 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</li> <li>● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<p><u>CCSS.MATH.CONTENT.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>● Why do we need to use various tools to get a task done?</li> <li>● Why is it important to follow directions to accomplish any task?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>● Differentiate between appliances &amp; utensils.</li> <li>● Differentiate between full &amp; limited warranty.</li> <li>● Explain the purpose of safety seals &amp; energy guide labels.</li> <li>● Identify commonly used kitchen tools and categorize them based on their functions, for example cutting tools, mixing tools etc.</li> <li>● Demonstrate the proper use of each of these tools.</li> <li>● Identify commonly used abbreviations in the recipes.</li> <li>● Identify the 7 components of a recipe and explain the importance of each component.</li> </ul>			

- Demonstrate proper measuring techniques for liquids and dry ingredients and list the units of measurements.
- Adjust the yield of a recipe by applying the formula.
- Define commonly used cooking terms.

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.																			
<p><i>Check all that apply.</i></p> <p><b>21<sup>st</sup> Century Themes</b></p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p>																		
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Student Learning Targets/Objectives																			
<ul style="list-style-type: none"> <li>• Evaluate safety seals, warranties, and energy labeling on appliances to help in making purchasing decisions.</li> <li>• Identify and categorize tools based on their functions and demonstrate the proper and safe use.</li> <li>• Explain the components of a recipe and apply a formula to adjust the yield of a recipe.</li> <li>• Demonstrate proper measuring techniques.</li> </ul>																			
Assessments																			
<ul style="list-style-type: none"> <li>• Pre and Formative: Do Now/Quiz/ Oral questions/Class participation/classwork</li> <li>• Summative: Test</li> <li>• Other assessment measures: Food Lab assessment</li> </ul>																			
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<p><i>Instructional Strategies</i></p> <p><i>Working in groups.</i></p> <p><i>Videos</i></p> <p><i>Circulate and provide assistance on as needed basis,</i></p>	<p>Working in groups.</p> <p>Sharing choices/opinion with class.</p> <p>Discussions.</p> <p>Videos to reinforce what they have read.</p> <p>Demonstrations</p> <p>Graphic organizers.</p>																		
<p><i>Activities</i></p> <p><i>Work in groups</i></p> <p><i>Show videos &amp; demonstrate.</i></p> <p><i>Use of crosswords for</i></p>	<ul style="list-style-type: none"> <li>• Provide examples of full and limited warranty and have students working in flexible groups identify the differences between the two types of warranties, then determine which one would be a better choice. Share their choice with the class.</li> <li>• Discuss service contracts.</li> <li>• Compare energy guide labels and let students assess which appliance would be</li> </ul>																		

<p><i>terms.</i></p>	<p>more energy efficient and hence economical. Use energy.gov website to see how energy usage is calculated.</p> <ul style="list-style-type: none"> <li>• Read about safety seals and then discuss the purpose of it.</li> <li>• Show commonly used kitchen utensils. Ask students to categorize the tools based on their functions, such as cutting tools, mixing tools, measuring tools.</li> <li>• Make a list of kitchen utensils that they used at home. (Homework)</li> <li>• Write a recipe of their favorite food as an introductory activity. Then, after the lesson, rewrite the recipe including all the components of a recipe.</li> <li>• Demonstrate measuring techniques for liquid and dry ingredients.</li> <li>• Modify a recipe's yield by applying the formula.</li> <li>• Identify the 7 components of a recipe and discuss the importance of each component.</li> <li>• Identify commonly used abbreviations in recipes.</li> <li>• Define the commonly used cooking, mixing, cutting terms.</li> <li>• Prepare a food product by following the directions in a provided recipe.</li> </ul>
<p><i>Experiences</i> <i>D</i></p>	<p>Visit a kitchen tools &amp; appliance section of any department store.</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="http://energy.gov/energysaver/articles/estimating-appliance-and-home-electronic-energy-use">http://energy.gov/energysaver/articles/estimating-appliance-and-home-electronic-energy-use</a></li> <li>• <a href="http://www.quia.com/hm/212752.html">http://www.quia.com/hm/212752.html</a></li> <li>• <a href="http://www.youtube.com/watch?v=0v-ulU_mi7o">http://www.youtube.com/watch?v=0v-ulU_mi7o</a></li> <li>• Textbook: Lagen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</li> </ul>	
<p><b>Suggested Time Frame:</b></p>	<p><b>2 weeks</b></p>

*D- Indicates differentiation at the Lesson Level.*

## Diet & Nutrition

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Unit 3 – Importance of Food		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
<p>The role food plays in our lives is of a paramount value. We do need food to meet our physical needs and we associate certain foods with cultural and religious heritages. ‘Breaking bread together’ helps build bonds and meets the social, emotional and psychological needs as well. Since food plays such an integral role in our lives, what nutrients these foods provide us and how these nutrients impact our health is of equal or if not more important to our health and wellness.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• <b>9.3.12.AG.1:</b> Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food &amp; Natural Resources Career Cluster.</li> <li>• <b>9.3.12.AG.-FD.2:</b> Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</li> <li>• <b>9.3.HT-RFB.4</b> Demonstrate leadership qualities and collaboration with others.</li> <li>• <b>9.3.HT-RFB.10</b> Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• <b>8.1.B.6:</b> Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<ul style="list-style-type: none"> <li>• <b>2.1.12.B.1:</b> Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</li> <li>• <b>2.1.12.B.3:</b> Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.</li> </ul> <p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• <b>Why do we eat? What is the role of food in our lives?</b></li> <li>• <b>How does food get from ‘farm to the table’?</b></li> </ul>			

## Enduring Understandings

- Explain the role of peers, media, family, income, food trends on our food consumption.
- Discuss influence of culture and religion on food preferences/restrictions.
- Describe the role of government and economics on the food supply.
- List the 6 main nutrients.
- Categorize vitamins into fat soluble and water soluble vitamins.
- Categorize minerals into macrominerals and microminerals (trace elements).
- Describe the major functions for each nutrient (including macro & micronutrients).
- Discuss diseases associated with deficiency or excess of certain vitamins & minerals.
- Explain the process of digestion & absorption.
- Explain DRI (Dietary Reference Intakes) and differentiate between RDA (Recommended Dietary Allowances) and AI (Adequate Intakes).
- List the Dietary Guidelines for Americans.
- List the 6 food groups and the foods that belong in each group.
- Explain how to use *MyPlate* as a guideline for portion control and healthy eating.
- Calculate personal nutrient intake using The Food Tracker on ChooseMyPlate.gov website.
- Discuss shopping tips for fresh and processed food for healthy eating.
- Interpret the information on Nutrition Fact Label.
- Explain the varied nutritional needs throughout the life span.
- Calculate personal caloric needs.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- Analyze the factors that influence our food intake.
- List the key nutrients, describe their functions and analyze the effects of various nutrient deficiencies and excesses.
- Explain how to use Dietary Reference Intakes, the Dietary Guidelines for Americans and MyPlate guidance system as a meal planning source.
- Describe the health and development concerns that affect the nutritional needs of people in different stages of life span.

Assessments	
<ul style="list-style-type: none"> <li>• Pre and Formative Do Now/Quiz/ Oral Presentations/Classwork</li> <li>• Summative: Test</li> <li>• Other assessment measures: Food Lab/Project (Rubric based)</li> </ul>	
<i>Teaching and Learning Actions</i>	
<p><i>Instructional Strategies</i> Graphic Organizers Circulate &amp; provide assistance on as needed basis.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Tic Tac Toe Game</li> </ul>
<p><i>Activities</i> Use of crosswords for terms. Graphic Organizers. Extra time. Provide English to Spanish &amp; English to Creole vocabulary sheet.</p>	<ul style="list-style-type: none"> <li>• Play a food association activity.</li> <li>• Assign each person in the group a factor (physical, cultural, social, psychological, food supply) that influences food supply. Then a person from each group with same focus factor will meet up and create an informational poster &amp; oral presentation to share it with the class.</li> <li>• Review standards for quality enforced by USDA &amp; FDA on their websites.</li> <li>• Provide a handout to about how scientists discovered vitamins.</li> <li>• Categorize nutrients using graphic organizers. Write their functions and food sources and if any deficiency or toxicity is associated with the nutrient.</li> <li>• Tic Tac Toe Game with questions about nutrients.</li> <li>• Research and find a case study on any nutrient deficiency and share the case study with the class.</li> <li>• Take Notes about Digestive System. Use a digestive system puzzle to show the track of food throughout gastrointestinal tract.</li> <li>• Show Dietary Reference Intake and Adequate Intake table on the power point and students will write down all the DRIs for themselves and then compare with DRIs of the student of another gender in the group. Have discussion with the students about the differences in RDIs between genders and ages.</li> <li>• Calculate personal nutrient intake using The Food Tracker on ChooseMyPlate.gov website. Compare their intake with the DRIs.</li> <li>• Discuss the portion sizes of different foods. Have students create a plate based on MyPlate guidelines.</li> <li>• Discuss with students benefit of being healthy. Let students elaborate on what factors impact health. Let students answer 'Do you have any control on your health'? Discuss the correlation of physical activity and food intake.</li> <li>• Ask students to record their physical activity for an entire day. Next day calculate how much energy was used.</li> <li>• Read the Dietary Guidelines for Americans.</li> <li>• Provide students with nutrition fact labels with the list of ingredients. Then, they will complete a worksheet of how much sugar, sodium, fat, cholesterol, protein is in one serving. Review the ingredients and point out which of the ingredients may be the source of the nutrient.</li> <li>• Students will compare nutrient content of one cup of fruit juice and one cup of fresh fruit using USDA Nutrient data bank website.</li> <li>• Modify a recipe to make it low fat and prepare the food in class. (authentic assessment)</li> <li>• Divide students into 6 group and assign each group an age group: Pregnancy,</li> </ul>

	<p>infancy, childhood, teen years, adulthood, and later years. Each group will read the section and create a presentation about the nutritional needs of the assigned age group.</p> <ul style="list-style-type: none"> <li>• Administer summative test.</li> </ul>
<i>Experiences</i>	Trip to hospital's Foods & Nutrition Department where the students will learn about the role of a Registered Dietitian and other careers in field of Nutrition.
Resources	
<ul style="list-style-type: none"> <li>• <a href="http://ndb.nal.usda.gov/">http://ndb.nal.usda.gov/</a></li> <li>• <a href="http://www.eatright.org/">http://www.eatright.org/</a></li> <li>• <a href="http://diabetes.org/">http://diabetes.org/</a></li> <li>• <a href="http://www.cnpp.usda.gov/dietaryguidelines">http://www.cnpp.usda.gov/dietaryguidelines</a></li> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• <b>Textbook: Largen, Velda &amp; Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</b></li> </ul>	
Suggested Time Frame:	6 weeks

*D- Indicates differentiation at the Lesson Level.*

Orange Public Schools  
Culinary Arts



OBE Approval Date: \_\_\_\_\_

# CULINARY ARTS

<b>Content Area:</b>	Culinary Applications	<b>Grade(s)</b>	11
<b>Unit Plan Title:</b>	The professional Kitchen – A Review of the Basics		
<b>Common Core Anchor Standard</b>			
<p>College and Career Readiness Anchor standards for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>			
<b>Overview/Rationale</b>			
<p>This unit serves as a bridge between previously covered material in the BASIC FOOD course and the more in depth CULINARY ARTS course of study. In this unit students will review the following subjects:</p> <ul style="list-style-type: none"> <li>• Safety and sanitation</li> <li>• HACCP Applications – The Flow of Food</li> <li>• Knives and Small wares</li> <li>• Creating Menus</li> <li>• Standardized Recipes</li> </ul>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills</li> <li>• 9.2 Career Awareness, Exploration, and preparation</li> <li>• 9.3.HT Career &amp; technical education /Hospitality &amp; Tourism Career Cluster</li> <li>• 9.4 Career &amp; Technical Education</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.12 To access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create, and communicate knowledge</li> <li>• 8.2.12 To develop an understanding of the nature and impact of technology, engineering, technological design, and computational thinking</li> </ul>		<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills - Describes skills that prepare students to fully engage in civic and work life</li> <li>• 9.2 personal Finance Literacy - Describes skills that prepare students for personal and civic financial literacy</li> </ul>	
<b>Essential Question(s)</b>			

Why is good personal hygiene imperative to a safe work place? Why should proper cleaning and sanitizing procedures be identified and practiced? What fire and equipment safety rules are imperative to all food service operations? What is the importance of following a standardized recipe/formula? What are correct measuring techniques? How would you increase or decrease a recipe? What are the principles of menu planning and nutrition? How do I identify, care for, and use different kitchen tools?

### Enduring Understandings

Students will understand that...

- There are many employment opportunities available in the food service industry and that demonstrating leadership and collaborative skills is beneficial to succeeding in the service industry.
- Food borne illness can be prevented by proper safety & sanitation in the cooking lab.
- Safety in the kitchen is essential to prevent injury and damage to self and equipment.
- Factors that affect food choices are culture, society, emotions, and agriculture.
- The choice of food preparation methods affects the nutritional value of food.
- Utilizing seasonal produce helps control food costs and increases nutritional value of menu.
- Proper identification, care and cleaning of kitchen tools will maintain performance and increase efficiency in cooking lab.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- Participate in culinary labs and competitive challenges.
- Prepare food using proper safety and sanitation. Clean and sanitize kitchen equipment.
- Utilize standardize recipes and proper measuring to make an assortment of menu items.
- Consider benefits of different menu types for selected functions. Create a menu for selected event/party.
- Increase and decrease recipes to feed a specified quantity.
- Assist in catering community and school functions and fundraisers, when/if feasible.
- Identify all utensils and demonstrate the use of cooking equipment in the lab.

### Assessments

#### Formative Assessments

- Teacher Observation

<ul style="list-style-type: none"> <li>• <b>Class Participation</b></li> <li>• <b>Lab evaluations</b></li> <li>• <b>Worksheets</b></li> <li>• <b>Homework</b></li> <li>• <b>Do Nows</b></li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• <b>Quarterlies &amp; Final Exam</b></li> <li>• <b>Practical exams, competitions, tests, quizzes</b></li> <li>• <b>Final edible product</b></li> </ul>	
<i>Instructional Strategies</i> <b>D</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Tutoring</b></li> <li>• <b>Peer Tutoring</b></li> <li>• <b>Cooperative Learning Groups</b></li> <li>• <b>Modified Assignments</b></li> <li>• <b>Differentiated Instruction</b></li> <li>• <b>Follow all IEP modifications/504 plan</b></li> </ul>
<i>Activities</i> <b>D</b>	<p><b>Chapter Study Guides</b>  <b>Hand Washing Exercise</b>  <b>Review of key Concepts</b>  <b>Critical Thinking exercises</b>  <b>Recipe Conversions and implementation</b>  <b>Knife Skills Demonstration and Student practice</b></p>
<i>Experiences</i> <b>D</b>	<p>Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. No field trips or guest speakers for this unit.</p>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <b>Book: Culinary Essentials – 2010 - Glencoe – Johnson &amp; Wales University</b></li> <li>• <b>Glencoe.com, Epicurious.com, servsafe.com</b></li> <li>• <b>Classroom Magazines and Reference Books</b></li> <li>• <b>Servsafe Safety and Sanitation Videos</b></li> </ul>	
<b>Suggested Time Frame:</b>	<b>4 Weeks (Ongoing)</b>

*D- Indicates differentiation at the Lesson Level.*

# CULINARY ARTS

<b>Content Area:</b>	Culinary Applications	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Cooking Techniques – Seasonings & Flavorings		
<b>Common Core Anchor Standard</b>			
<p>College and Career Readiness Anchor standards for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>			
<b>Overview/Rationale</b>			
<p>Cooking is heating food to transform it in some way. Food is affected in different ways by different cooking techniques. Seasonings and flavorings strengthen a food’s natural flavor. Knowing which seasonings and flavorings work well with certain food items is an important cooking skill. Sections to be covered in this unit:</p> <ul style="list-style-type: none"> <li>• How Cooking Alters Food</li> <li>• Dry, Moist, &amp; Combination Cooking Techniques</li> <li>• Enhancing Food</li> <li>• Herbs &amp; Spices</li> <li>• Condiments, Nuts, and Seeds</li> <li>• Sensory perception</li> </ul>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills</li> <li>• 9.2 Career Awareness, Exploration, and preparation</li> <li>• 9.3.HT Career &amp; technical education /Hospitality &amp; Tourism Career Cluster</li> <li>• 9.4 Career &amp; Technical Education</li> </ul>			
<p style="text-align: center;"><b>Technology Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 8.1.12 To access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create, and communicate knowledge</li> <li>• 8.2.12 To develop an understanding of the nature and impact of technology, engineering, technological design, and computational thinking</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills - Describes skills that prepare students to fully engage in civic and work life</li> <li>• 9.2 personal Finance Literacy - Describes skills that prepare students for personal and civic financial literacy</li> </ul>		
<b>Essential Question(s)</b>			

How does caramelizing differ from the Maillard reaction? What are the basic dry heat cooking techniques? What is carryover cooking? What is the difference between grilling and broiling? What is the difference between sweating and smothering? What is the relationship between recovery time and a food's flavor, color, and texture when deep-frying? How is heat transferred to food in a moist heat method? What are the basic moist heat cooking methods? How do you blanch food? What are the differences between poaching, simmering, and boiling? What is the difference between braising and stewing? What are the five tastes our taste buds allow us to distinguish? What are some ways the flavor of food can be changed? Which of the senses, other than taste and smell, is more important to you in considering flavor?

### Enduring Understandings

Students will understand ...

- How dry heat affects food and the use of as variety of dry heat cooking techniques
- How to determine doneness in foods prepared by dry heat cooking methods
- How moist heat affects food and the use of as variety of moist heat cooking techniques
- How to determine doneness in foods prepared by moist heat cooking methods
- The role of the five senses in tasting food
- The ways a food's flavor can change and why foods are seasoned
- How to use common seasoning ingredients
- The difference between seasoning and flavoring
- The use of herbs, spices, and other aromatic ingredients
- The preparation and use of aromatic combinations
- How to use condiments, nuts, and seeds

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- Participate in culinary labs and competitive challenges
- Prepare food using different cooking techniques
- Utilize different seasoning and flavoring techniques to create different sensory perceptions
- Consider benefits of different cooking techniques while working in a fast paced restaurant setting
- Adjust recipes to accommodate customer taste preferences
- Assist in catering community and school functions and fundraisers, when/if feasible
- Identify different herbs, spices, nuts and seeds and demonstrate their use in the food lab

### Assessments

**Formative Assessments**

- Teacher Observation
- Class Participation
- Lab evaluations
- Worksheets
- Homework
- Do Nows

**Summative Assessments**

- Quarterlies & Final Exam
- Practical exams, competitions, tests, quizzes
- Final edible product

*Instructional Strategies*  
D

**Modifications**

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Follow all IEP modifications/504 plan

*Activities*  
D

**Chapter Study Guides**  
**Tasting Exercise**  
**Review of key Concepts**  
**Critical Thinking exercises**  
**Blind sensory exercise to recognize different seasoning ingredients**  
**Different countries cooking techniques and seasonings exercise**

*Experiences*  
D

Digital cameras are used to document student work and pictures of food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. No field trips or guest speakers for this unit.

**Resources**

- **Book: Culinary Essentials – 2010 - Glencoe – Johnson & Wales University**
- **Glencoe.com, Epicurious.com, servsafe.com**
- **Classroom Magazines and Reference Books**
- **Cooking Techniques Videos**

Suggested Time Frame:

**6-8 Weeks (Ongoing)**

*D- Indicates differentiation at the Lesson Level.*

# CULINARY ARTS

<b>Content Area:</b>	Culinary Applications	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Breakfast Cookery		
<b>Common Core Anchor Standard</b>			
<p>College and Career Readiness Anchor standards for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>			
<b>Overview/Rationale</b>			
<p>Traditional breakfast foods usually include eggs, potatoes, breads, pancakes, waffles, and cereals. There are many different ways to prepare eggs and breakfast meats. In this unit the following subjects will be covered:</p> <ul style="list-style-type: none"> <li>• Meat and Egg preparation</li> <li>• Breakfast Breads and Cereals</li> <li>• Breakfast Drinks</li> </ul>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills</li> <li>• 9.2 Career Awareness, Exploration, and preparation</li> <li>• 9.3.HT Career &amp; technical education /Hospitality &amp; Tourism Career Cluster</li> <li>• 9.4 Career &amp; Technical Education</li> </ul>			
<p><b>Technology Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 8.1.12 To access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create, and communicate knowledge</li> <li>• 8.2.12 To develop an understanding of the nature and impact of technology, engineering, technological design, and computational thinking</li> </ul>	<p><b>Interdisciplinary Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills - Describes skills that prepare students to fully engage in civic and work life</li> <li>• 9.2 personal Finance Literacy - Describes skills that prepare students for personal and civic financial literacy</li> </ul>		
<b>Essential Question(s)</b>			
<p>What are the different forms in which eggs can be purchased? What are the basic methods for cooking eggs? What</p>			

are the differences between milk and cream? What are the most common ingredients to most breakfast batters? What are the different breakfast meats? What are some of the breakfast drinks? Do they all contain caffeine? What types of cooked eggs have a completely cooked white and yolk? What is the difference between bacon and Canadian bacon? What is the difference between pancake batter and the liquid mixture used to make French toast?

**Enduring Understandings**

Students will understand ...

- How eggs can be served at virtually any meal, as part of any course. They can be cooked in the shell, poached, fried, scrambled, or prepared as omelets or soufflés
- How eggs have many functions and add flavor and color to other dishes
- The different items commonly served in quick-service breakfast
- How to categorized the different types of breakfast quick breads and cereals
- The use of common breakfast protein choices and their characteristics
- The different uses of breakfast drinks

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives**

- Participate in culinary labs and competitive challenges.
- Prepare breakfast food using different cooking techniques and ingredients
- Utilize different egg cooking styles and methods to achieve breakfast meal goals
- Consider benefits of different breakfast cooking techniques while working in a fast paced restaurant setting
- Adjust recipes to accommodate customer taste preferences
- Setup a breakfast buffet to include omelet station
- Assist in catering community and school functions and fundraisers, when/if feasible
- Identify different breakfast drinks and demonstrate their use in the food lab

**Assessments**

**Formative Assessments**

- **Teacher Observation**
- **Class Participation**
- **Lab evaluations**
- **Worksheets**
- **Homework**
- **Do Nows**

**Summative Assessments**

- **Quarterlies & Final Exam**
- **Practical exams, competitions, tests, quizzes**
- **Final edible product**

<i>Instructional Strategies</i> <i>D</i>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Tutoring</b></li> <li>• <b>Peer Tutoring</b></li> <li>• <b>Cooperative Learning Groups</b></li> <li>• <b>Modified Assignments</b></li> <li>• <b>Differentiated Instruction</b></li> <li>• <b>Follow all IEP modifications/504 plan</b></li> </ul>
<i>Activities</i> <i>D</i>	<p><b>Chapter Study Guides</b>  <b>Omelet making Exercise</b>  <b>Review of key Concepts</b>  <b>Critical Thinking exercises</b>  <b>Breakfast buffet setup and operation</b>  <b>Knife Skills Demonstration and Student practice for breakfast garnishes</b></p>
<i>Experiences</i> <i>D</i>	<p><b>Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. No field trips or guest speakers are expected for this unit.</b></p>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <b>Book: Culinary Essentials – 2010 - Glencoe – Johnson &amp; Wales University</b></li> <li>• <b>Glencoe.com, Epicurious.com, servsafe.com</b></li> <li>• <b>Classroom Magazines and Reference Books</b></li> <li>• <b>Breakfast videos</b></li> </ul>	
<b>Suggested Time Frame:</b>	<b>4-6 Weeks (Ongoing)</b>

*D- Indicates differentiation at the Lesson Level.*

# CULINARY ARTS

<b>Content Area:</b>	Culinary Applications	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Garde Manger – Sandwiches & Appetizers		
<b>Common Core Anchor Standard</b>			
<p>College and Career Readiness Anchor standards for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>			
<b>Overview/Rationale</b>			
<p>The Garde manger chef is responsible for preparing cold foods, such as salads, salad dressings, cold hors d’oeuvres, fancy sandwiches, canapés, and cold platters. A sandwich consists of bread, a spread, and fillings. It takes skill to make sandwiches that are both delicious and nutritious. This unit will comprise of the following topics:</p> <ul style="list-style-type: none"> <li>• What is Garde Manger?</li> <li>• Salads and Salad Dressings</li> <li>• Cheese</li> <li>• Cold Platters</li> <li>• Sandwich Making Basics – Sandwiches</li> <li>• Hot Appetizers</li> </ul>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills</li> <li>• 9.2 Career Awareness, Exploration, and preparation</li> <li>• 9.3.HT Career &amp; technical education /Hospitality &amp; Tourism Career Cluster</li> <li>• 9.4 Career &amp; Technical Education</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.12 To access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create, and communicate knowledge</li> <li>• 8.2.12 To develop an understanding of the nature and impact of technology, engineering, technological design, and computational thinking</li> </ul>		<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills - Describes skills that prepare students to fully engage in civic and work life</li> <li>• 9.2 personal Finance Literacy - Describes skills that prepare students for personal and civic financial literacy</li> </ul>	
<b>Essential Question(s)</b>			

What is a Garde Manger? What are the different types of salad and how do I prepare them? What are the different types of salad dressings and dips and how do I prepare them? What are the steps in making vinaigrette? What is an emulsion? What are the basic steps in making mayonnaise? In the course of a meal, what are the different purposes of a salad? What ingredients other than greens, should be considered when constructing salads? What is a composed salad? What are the basic types of cheese? At what temperature should cheese typically be served? What are the most common types of cold food presentation? What is the purpose of a garnish? How is the appeal of a meat dish improved by the use of a garnish?

### Enduring Understandings

Students will understand that...

- Salads are tasty, nutritious and generally low in calories and are an important part of our daily intake.
- A Garde Manger is responsible for cold foods and appetizers
- There are many different types of salads and salad dressings
- Different cheeses are served at different temperatures and for different meals
- It is an art to make the perfect canapé and rolled fancy sandwich
- There are several steps to make different styles of cold platters
- There are many types of sandwiches
- There are different types of garnishes that enhance food presentation and flavor
- Cold food presentations on a buffet can be served in two ways

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- Participate in culinary labs and competitive challenges.
- Prepare salads and dressings using different techniques and ingredients
- Utilize different styles and methods to achieve gourmet style sandwiches
- Consider benefits of different cheese serving styles to enhance flavor and presentation
- Adjust recipes to accommodate customer taste preferences
- Prepare different styles of sandwiches using different techniques and ingredients
- Setup a cold food buffet to include canapés, sandwiches and cold soup station
- Assist in catering community and school functions and fundraisers, when/if feasible

### Assessments

**Formative Assessments**

- Teacher Observation
- Class Participation
- Lab evaluations
- Worksheets
- Homework
- Do Nows

**Summative Assessments**

- Quarterlies & Final Exam
- Practical exams, competitions, tests, quizzes
- Final edible product

*Instructional Strategies**D***Modifications**

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Follow all IEP modifications/504 plan

*Activities**D*

Chapter Study Guides  
 Omelet making Exercise  
 Review of key Concepts  
 Critical Thinking exercises  
 Breakfast buffet setup and operation  
 Knife Skills Demonstration and Student practice for breakfast garnishes

*Experiences**D*

Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. No field trips or guest speakers are expected for this unit.

**Resources**

- Book: Culinary Essentials – 2010 - Glencoe – Johnson & Wales University
- Glencoe.com, Epicurious.com, servsafe.com
- Classroom Magazines and Reference Books
- Garnishes and cold food presentation videos

**Suggested Time Frame:****6-8 Weeks (Ongoing)***D- Indicates differentiation at the Lesson Level.*

# CULINARY ARTS

<b>Content Area:</b>	Culinary Applications	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Stocks, Sauces, Soups, Pasta, and Grains		
<b>Common Core Anchor Standard</b>			
<p>College and Career Readiness Anchor standards for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>			
<b>Overview/Rationale</b>			
<p>Stocks are the liquids that form the foundation of sauces and soups. Learning how to make stocks can help students create flavorful sauces and soups. Pasta is a staple in commercial kitchens and is a popular menu choice. To prepare it successfully, students must become familiar with the different varieties of pasta. In this unit students will learn from the following subjects:</p> <ul style="list-style-type: none"> <li>• Stocks, Sauces, and Soups</li> <li>• Pasta</li> <li>• Rice and other Grains</li> </ul>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills</li> <li>• 9.2 Career Awareness, Exploration, and preparation</li> <li>• 9.3.HT Career &amp; technical education /Hospitality &amp; Tourism Career Cluster</li> <li>• 9.4 Career &amp; Technical Education</li> </ul>			
<b>Technology Standard(s)</b>	<b>Interdisciplinary Standard(s)</b>		
<ul style="list-style-type: none"> <li>• 8.1.12 To access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create, and communicate knowledge</li> <li>• 8.2.12 To develop an understanding of the nature and impact of technology, engineering, technological design, and computational thinking</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills - Describes skills that prepare students to fully engage in civic and work life</li> <li>• 9.2 personal Finance Literacy - Describes skills that prepare students for personal and civic financial literacy</li> </ul>		
<b>Essential Question(s)</b>			
<p>What are the four types of basic ingredients used to make stocks? What are the five basic types of stocks? What are</p>			

the basic steps involved in preparing a brown stock? What is a glaze and how is it prepared? What is the difference between the preparation of a brown veal stock and a white beef stock? How will the flavor, color, and aroma of a vegetable stock change if you use roasted vegetables in the stock? What are the four types of thickeners used in making sauces? What are the steps in making a roux? What are the five master/grand sauces? What are the two basic types of soup? What are the differences steps while reheating clear versus hearty soups? What is the difference between a puree soup and a cream soup? What are the four common parts of a single seed of grain? What are the three major types of grain? What is the difference between fresh and dried pasta? How are they cooked differently? What are the two methods for combining cooked and drained pasta with a sauce?

**Enduring Understandings**

Students will understand that...

- There are different elements of a stock
- The importance of making a flavorful stock as a step to making a great sauce
- The five mother sauces are the basis for every other sauce made globally
- Roux is the most popular thickener for soups and sauces
- Pasta is first classified as fresh and dried
- There are very important rules to follow for storing pasta and keeping it fresh
- Pasta could be of many different shapes and flavors, and that it could be served in a variety of ways
- There are several varieties of rice
- It is important to be able to identify common grains

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives**

- Participate in culinary labs and competitive challenges.
- Prepare stocks, sauces, and soups using different techniques and ingredients
- Utilize different styles and methods to achieve both clear and hearty soups
- Consider benefits of different pasta serving styles to enhance flavor and presentation
- Adjust recipes to accommodate customer taste preferences
- Prepare different styles of soups and pastas using different techniques and ingredients
- Setup a soup and pasta station to include fresh and dried pasta with a variety of sauces
- Assist in catering community and school functions and fundraisers, when/if feasible

**Assessments**

**Formative Assessments**

- **Teacher Observation**
- **Class Participation**
- **Lab evaluations**
- **Worksheets**
- **Homework**
- **Do Nows**

**Summative Assessments**

- **Quarterlies & Final Exam**
- **Practical exams, competitions, tests, quizzes**
- **Final edible product**

<i>Instructional Strategies</i> <i>D</i>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Tutoring</b></li> <li>• <b>Peer Tutoring</b></li> <li>• <b>Cooperative Learning Groups</b></li> <li>• <b>Modified Assignments</b></li> <li>• <b>Differentiated Instruction</b></li> <li>• <b>Follow all IEP modifications/504 plan</b></li> </ul>
<i>Activities</i> <i>D</i>	<p><b>Chapter Study Guides</b>  <b>Pasta Making Exercise</b>  <b>Review of key Concepts</b>  <b>Critical Thinking exercises</b>  <b>Pasta &amp; soup buffet setup and operation</b>  <b>Knife Skills Demonstration and Student practice for pasta and soup garnishes</b></p>
<i>Experiences</i> <i>D</i>	<p><b>Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. No field trips or guest speakers are expected for this unit.</b></p>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <b>Book: Culinary Essentials – 2010 - Glencoe – Johnson &amp; Wales University</b></li> <li>• <b>Glencoe.com, Epicurious.com, servsafe.com</b></li> <li>• <b>Classroom Magazines and Reference Books</b></li> <li>• <b>Fresh pasta making presentation videos</b></li> </ul>	
<b>Suggested Time Frame:</b>	<b>6-8 Weeks (Ongoing)</b>

*D- Indicates differentiation at the Lesson Level.*

# CULINARY ARTS

<b>Content Area:</b>	Baking & Pastry Applications	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Baking Techniques – Yeast Breads and Rolls		
<b>Common Core Anchor Standard</b>			
<p>College and Career Readiness Anchor standards for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>			
<b>Overview/Rationale</b>			
<p>Baking requires precise measurements and accuracy to achieve a good result. It also requires special baking equipment to produce professional quality products. Breads are usually a part of every meal. Students need to learn about the characteristics of quality yeast products to plan a variety of menu accompaniments. In this unit students will learn the following topics:</p> <ul style="list-style-type: none"> <li>• Bakeshop Formulas &amp; Equipment</li> <li>• Bakeshop Ingredients</li> <li>• Yeast Dough Basics</li> <li>• Yeast Dough Production</li> </ul>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills</li> <li>• 9.2 Career Awareness, Exploration, and preparation</li> <li>• 9.3.HT Career &amp; technical education /Hospitality &amp; Tourism Career Cluster</li> <li>• 9.4 Career &amp; Technical Education</li> </ul>			
<b>Technology Standard(s)</b>	<b>Interdisciplinary Standard(s)</b>		
<ul style="list-style-type: none"> <li>• 8.1.12 To access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create, and communicate knowledge</li> <li>• 8.2.12 To develop an understanding of the nature and impact of technology, engineering, technological design, and computational thinking</li> </ul>	<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills - Describes skills that prepare students to fully engage in civic and work life</li> <li>• 9.2 personal Finance Literacy - Describes skills that prepare students for personal and civic financial literacy</li> </ul>		
<b>Essential Question(s)</b>			

What are the three types of leaveners? What are the five most common types of baking pans and molds found in the bakeshop? What is a baking formula? What are the basic types of yeast dough? What are the basic steps in the straight dough-mixing method? What is the different between the modified straight dough-mixing method and the basic straight dough-mixing method? What is the different between a pie pan and a tart pan? What is pre-fermented? What is the purpose of bench proofing? Why is the shape of a bread, roll, and pastry important? What is pan proofing? What makes yeast bread taste like alcohol? What would happen if you made a baked product without scaling the dough?

**Enduring Understandings**

Students will understand that...

- The importance of learning to use a balance scale
- Proper use of proofing cabinets is crucial to the success of a bakeshop
- The differences between baking pans in the bakeshop and their specific uses
- That there are different categories of ingredients with different roles in the baking process
- The importance of selecting the right dough mixing method
- In the bakeshop there are no recipes; there are baking formulas
- Yeast dough ingredients and their functions
- There are different types of yeast dough
- There are several stages in properly preparing yeast dough
- The importance of properly cool, store, and serve yeast breads

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives**

- Participate in culinary labs and competitive challenges.
- Prepare a variety of yeast breads and rolls using different techniques and ingredients
- Utilize different styles and methods of dough-mixing to achieve different baking results
- Consider benefits of different baking styles to achieve commercial quality products
- Adjust/scale recipes to accommodate customer taste preferences
- Setup a yeast breads and rolls bakery display
- Assist in catering community and school functions and fundraisers, when/if feasible

**Assessments**

<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Participation</li> <li>• Lab evaluations</li> <li>• Worksheets</li> <li>• Homework</li> <li>• Do Nows</li> </ul>	
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Quarterlies &amp; Final Exam</li> <li>• Practical exams, competitions, tests, quizzes</li> <li>• Final edible product</li> </ul>	
<i>D</i> <i>Instructional Strategies</i>	<b>Modifications</b> <ul style="list-style-type: none"> <li>• Teacher Tutoring</li> <li>• Peer Tutoring</li> <li>• Cooperative Learning Groups</li> <li>• Modified Assignments</li> <li>• Differentiated Instruction</li> <li>• Follow all IEP modifications/504 plan</li> </ul>
<i>D</i> <i>Activities</i>	<b>Chapter Study Guides</b> <b>Yeast dough and bread making Exercise</b> <b>Review of key Concepts</b> <b>Critical Thinking exercises</b> <b>Commercial bakery setup and operation</b> <b>Dough-mixing skills demonstration and Student practice for basic yeast bread baking</b>
<i>D</i> <i>Experiences</i>	<b>Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. No field trips or guest speakers are expected for this unit.</b>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <b>Book: Culinary Essentials – 2010 - Glencoe – Johnson &amp; Wales University</b></li> <li>• <b>Glencoe.com, Epicurious.com, servsafe.com</b></li> <li>• <b>Classroom Magazines and Reference Books</b></li> <li>• <b>Bakeshop Basics presentation videos</b></li> </ul>	
<b>Suggested Time Frame:</b>	<b>6-8 Weeks (Ongoing)</b>

*D- Indicates differentiation at the Lesson Level.*

## CULINARY ARTS

<b>Content Area:</b>	Baking & Pastry Applications	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Quick Breads & Desserts		
<b>Common Core Anchor Standard</b>			
<p>College and Career Readiness Anchor standards for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>			
<b>Overview/Rationale</b>			
<p>Quick breads are products with a cake-like texture that do not contain yeast. They do not require a lot of time or equipment to produce. Muffins use the blending or creaming mixing methods. Knowing how-to prepare quality muffins is a useful skill for any foodservice worker. Cookies are small desserts that can be crisp, soft, or chewy and come in many shapes. There are several types of layer cakes that are distinguished by their mixing methods. In this unit we will learn from the following subjects:</p> <ul style="list-style-type: none"> <li>• Making biscuits, muffins, and loaf breads</li> <li>• Baking cookies, cakes, and pies</li> <li>• Creating specialty desserts</li> </ul>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills</li> <li>• 9.2 Career Awareness, Exploration, and preparation</li> <li>• 9.3.HT Career &amp; technical education /Hospitality &amp; Tourism Career Cluster</li> <li>• 9.4 Career &amp; Technical Education</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.12 To access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create, and communicate knowledge</li> <li>• 8.2.12 To develop an understanding of the nature and impact of technology, engineering, technological design, and computational thinking</li> </ul>		<ul style="list-style-type: none"> <li>• 9.1 21<sup>st</sup>-Century Life and Career skills - Describes skills that prepare students to fully engage in civic and work life</li> <li>• 9.2 personal Finance Literacy - Describes skills that prepare students for personal and civic financial literacy</li> </ul>	
<b>Essential Question(s)</b>			

Why is a quick bread quicker to make than yeast bread? How does the well method differ from the creaming method? What is a stir-in for a muffin or a quick bread? What is the rubbed-dough method for making biscuits and scones? How do you make laminated biscuits? What is shortcake? Can you name the different variations of chocolate commonly used in baking? What is tempering chocolate? What is a ganache? What are the three types of custards? Can you name the four basic components of a mousse? What are the four basic ingredients used for both cookies and cakes? What are the three main types of cookies? What are the two most common mixing methods for cookies? And for cakes? Can you name the four types of buttercream icing? What are the three types of dough used for pies and tarts? Can you name the four types of pie fillings? What are the steps in making choux paste? Can you name the three elements of a plated dessert? What is the difference between a pie and a tart?

### Enduring Understandings

Students will understand that...

- The importance of learning all the different mixing methods for quick breads and muffins
- That there are different categories of ingredients with different roles in the baking process
- In the bakeshop there are no recipes; there are baking formulas
- Quick breads ingredients and their functions
- The importance of properly cool, store, and serve baked goods
- It is important to follow all different steps required to make quality biscuits, cookies, cakes, pies, and tarts
- How to divide muffin batter
- How to check bake goods for doneness
- The importance of properly cool and serve cookies, muffins, and cakes
- There are different types of cookies based on their texture and/or appearance
- Icing cakes is an art and it takes a lot of practice to achieve desired results

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- Participate in culinary labs and competitive challenges.
- Prepare a variety of quick breads, muffins, cakes, pies and tarts using different techniques and ingredients
- Utilize different styles and methods of batter-mixing to achieve different baking results
- Consider benefits of different baking styles to achieve commercial quality products
- Adjust/scale recipes to accommodate customer taste preferences
- Setup quick breads, cookies. Cakes, pies, and tarts commercial bakery display
- Assist in catering community and school functions and fundraisers, when/if feasible

### Assessments

**Formative Assessments**

- Teacher Observation
- Class Participation
- Lab evaluations
- Worksheets
- Homework
- Do Nows

**Summative Assessments**

- Quarterlies & Final Exam
- Practical exams, competitions, tests, quizzes
- Final edible product

<i>Instructional Strategies</i> D	<b>Modifications</b> <ul style="list-style-type: none"> <li>• Teacher Tutoring</li> <li>• Peer Tutoring</li> <li>• Cooperative Learning Groups</li> <li>• Modified Assignments</li> <li>• Differentiated Instruction</li> <li>• Follow all IEP modifications/504 plan</li> </ul>
<i>Activities</i> D	<b>Chapter Study Guides</b> <b>Cookies and quick bread making Exercise</b> <b>Cake decorating competition</b> <b>Review of key Concepts</b> <b>Critical Thinking exercises</b> <b>Commercial bakery setup and operation</b> <b>Dough-mixing skills demonstration and Student practice for quick bread baking</b>
<i>Experiences</i> D	<b>Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. No field trips or guest speakers are expected for this unit.</b>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <b>Book: Culinary Essentials – 2010 - Glencoe – Johnson &amp; Wales University</b></li> <li>• <b>Glencoe.com, Epicurious.com, servsafe.com</b></li> <li>• <b>Classroom Magazines and Reference Books</b></li> <li>• <b>Bakeshop Basics presentation videos</b></li> </ul>	
<b>Suggested Time Frame:</b>	<b>6-8 Weeks (Ongoing)</b>

*D- Indicates differentiation at the Lesson Level.*

Orange Public Schools  
Foodservice Prep



OBE Approval Date: \_\_\_\_\_

## Foodservice Preparation

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Unit 1- Culinary Safety		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
This unit focuses on safety in the kitchen and around food. Students will learn how to prevent personal injury, contamination, and foodborne illness in the kitchen. They will learn about fire safety, first aid, personal hygiene, and protective clothing and HACCP system.			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• What is a protective gear?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Identify possible culinary workplace safety issues.</li> <li>• Identify protective clothing used in a kitchen setting and explain the consequences of not utilizing the protective gear.</li> <li>• Explain fire safety equipment and emergency procedures.</li> <li>• Describe first aid measures for burns, wounds, and choking.</li> <li>• Describe the sources of food contamination and develop a protocol to prevent contamination.</li> <li>• Demonstrate appropriate personal hygiene for the workplace.</li> <li>• Calculate the ratio of bleach to water for a sanitizing solution.</li> <li>• Illustrate how to manage pests in a kitchen setting.</li> </ul>			

- Outline the processes of monitoring, corrective action, record keeping, and verification.
- Summarize the steps in safely receiving and storing food.
- Identify safe holding, serving, cooling, and reheating guidelines.
- Explain the purpose of the HACCP system.
- Explain how to properly clean, sanitize, and store dishes and glassware.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E,A	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication
<input type="checkbox"/>	Civic Literacy	T,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

#### Student Learning Targets/Objectives

- Identify four types of personal injuries that foodservice workers must help prevent.
- Describe the sources of food contamination and develop a protocol to prevent contamination.
- Illustrate proper personal health practices to avoid the spread of foodborne illnesses
- Explain the purpose of the HACCP system.
- Outline the processes of monitoring, corrective action, record keeping, and verification.
- Explain how to properly clean, sanitize, and store dishes and glassware.

#### Assessments

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

#### Teaching and Learning Actions

<p><i>Instructional Strategies</i> Graphic Organizers Circulate &amp; provide assistance on as needed basis.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Food Lab</li> </ul>
<p><i>Activities</i> Use of crosswords for terms. Graphic Organizers. Extra time.</p>	<ul style="list-style-type: none"> <li>• Discuss the common injuries that take place in the kitchen. Divide students in groups and create procedures that will help prevent these injuries.</li> <li>• Using textbook as a resource, students will answer following questions: What is one of the most common workplace injuries? What is the first step in fire prevention? Where can you learn hands-on information about first aid in the workplace?</li> </ul>

<p><i>Provide English to Spanish &amp; English to Creole vocabulary sheet.</i></p>	<p>Explain how to use a fire extinguisher properly.  Describe the three types of burns.  Describe the biological sources of food contamination.  Identify cleaning products commonly used in the foodservice industry.  Explain what to do if you suspect pest infestation at the workplace.  What does HACCP stand for?  What is the safe internal cooking temperature for poultry?  What types of record keeping systems are used in HACCP?</p> <ul style="list-style-type: none"> <li>• Visit OSHA website and search for kitchen injuries in restaurants.</li> <li>• Calculate the ratio of bleach &amp; water in a sanitizing solution.</li> <li>• Demonstrate hand washing skills and emphasize on importance of it.</li> <li>• Practice using thermometers to take food temperatures.</li> <li>• Working in pairs, create a flow chart, identifying all the critical control points once the delivery is received.</li> <li>• Discuss protective gear in the kitchen; gloves, shoes, hair net, chefs hat, jacket, aprons etc. Use a graphic organizer identifying protective clothing in the kitchen.</li> <li>• Search <a href="http://www.Cheftalk.com">www. Cheftalk.com</a> and learn about the history of chefs uniform. Share what they have read with the class.</li> </ul>
<p><i>Experiences</i></p>	<p>Tour of a school cafeteria kitchen upon approval.</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="https://www.osha.gov/SLTC/youth/restaurant/cooking.html">https://www.osha.gov/SLTC/youth/restaurant/cooking.html</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.cheftalk.com/a/jackets-and-toques-the-history-of-the-chef-uniform">http://www.cheftalk.com/a/jackets-and-toques-the-history-of-the-chef-uniform</a></li> <li>• Textbook: Johnson &amp; Wales University, Culinary Essentials, Glencoe &amp; McGraw Hill Companies, 2010 Edition.</li> </ul>	
<p><b>Suggested Time Frame:</b></p>	<p>4 weeks</p>

*D- Indicates differentiation at the Lesson Level.*

## Foodservice Preparation

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Unit 2 – The Foodservice Industry		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
This unit focuses on various job and career opportunities in foodservice industry, including those in service, management, and entrepreneurship.			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b> <ul style="list-style-type: none"> <li>• 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<b>Interdisciplinary Standard(s)</b> <u>CCSS.MATH.CONTENT.HSN.Q.A.1</u> : Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• What are qualities an employer seeks in an employee?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Describe different food production and service opportunities.</li> <li>• Analyze how foodservice trends affect service and food production operations.</li> <li>• Identify commercial and noncommercial foodservice and food production operations.</li> <li>• Identify small business opportunities available in foodservice.</li> <li>• Describe the function of a business plan.</li> <li>• Demonstrate basic employability skills in foodservice.</li> <li>• Evaluate the characteristics of a positive work ethic.</li> <li>• Identify the leadership skills necessary for foodservice employment.</li> <li>• Summarize the rights and responsibilities of employees and employers.</li> <li>• Calculate tips &amp; wages.</li> </ul>			

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.			
Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> T,A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> <li>Describe different food production and service opportunities.</li> <li>Analyze how foodservice trends affect service and food production operations.</li> <li>Describe the function of a business plan.</li> <li>Identify the leadership skills necessary for foodservice employment.</li> <li>Summarize the rights and responsibilities of employees and employers.</li> <li>Outline the duties of each member of the service staff.</li> </ul>			
Assessments			
<ul style="list-style-type: none"> <li>Pre and Formative Do Now/Quiz/Classwork</li> <li>Summative: Test</li> <li>Other assessment measures: Food Lab/Project (Rubric based)</li> </ul>			
Teaching and Learning Actions			
<b>Instructional Strategies</b> Graphic Organizers Circulate & provide assistance on as needed basis.		<ul style="list-style-type: none"> <li>Discussions</li> <li>Graphic Organizers</li> <li>Note taking</li> <li>Group work</li> <li>Role play</li> <li>Food Lab</li> </ul>	
<b>Activities</b> Use of crosswords for terms. Graphic Organizers. Extra time. Provide English to Spanish & English to Creole vocabulary sheet.		<ul style="list-style-type: none"> <li>Review the content vocabulary using a power point. Students to create a crossword puzzle. Use the definitions as clues.</li> <li>Discuss various careers in foodservice industry.</li> <li>Use graphic organizer to list the kitchen brigade &amp; their specific tasks.</li> <li>Prepare 2 meals, first day using kitchen brigade system and assigning tasks; next day working as a group without assigning responsibilities.</li> <li>Students will choose one job in food production, one in service category and one job in management category. They will research on the education, training, salaries, responsibilities of each job, then compare and contrast the similarities and differences.</li> <li>Discuss commercial and noncommercial establishments; differences and similarities.</li> <li>In pairs create a business plan for a new restaurant.</li> <li>Discuss what purpose zoning laws might serve.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Students will create multiple choice quiz using content vocabulary.</li> <li>• Debate why management jobs are often more demanding than employee jobs.</li> <li>• Discuss skills needed in foodservice industry: listening speaking, writing, reading, math and thinking.</li> <li>• Discuss qualities that make up a strong work ethic: responsibility, flexibility, honesty, reliability, teamwork, and commitment.</li> <li>• Make a list of their own strengths and weaknesses.</li> <li>• Search for a job in foodservice industry, write a resume and a cover letter to apply for that job.</li> <li>• Role play a job interview between an employer and prospective employee, then switch roles.</li> <li>• Calculate the tips on page 110 &amp; 112 of the text.</li> <li>• Written Test</li> </ul>
<i>Experiences</i>	
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• Textbook: Johnson &amp; Wales University, Culinary Essentials, Glencoe &amp; McGraw Hill Companies, 2010 Edition.</li> </ul>	
<b>Suggested Time Frame:</b>	6-7 weeks

*D- Indicates differentiation at the Lesson Level.*

## Foodservice Preparation

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Unit 3 – The Dining Experience		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
<p>This unit focuses on the role and duties of each member of the service staff and demonstrate customer service skills. The students will learn about different types of dining establishments, and meal services and how to properly maintain a restaurant dining room, including setting tables.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• What are qualities an employer seeks in an employee?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Outline the duties of each member of the service staff.</li> <li>• Summarize the traits servers need to have to provide excellent customer service.</li> <li>• Compare and contrast the different types of beverage service.</li> <li>• Describe the server’s role in greeting customers and taking orders.</li> <li>• List the order of service for a meal.</li> <li>• Categorize the five main different types of dining environments</li> <li>• Distinguish between different styles of meal service.</li> <li>• Illustrate how to properly set a table for different situations.</li> </ul>			

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.																			
Check all that apply. 21 <sup>st</sup> Century Themes	Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills																		
<table border="1" style="width: 100%;"> <tr> <td style="width: 30px; text-align: center;"><input type="checkbox"/></td> <td>Global Awareness</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Environmental Literacy</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Health Literacy</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Civic Literacy</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Financial, Economic, Business, and Entrepreneurial Literacy</td> </tr> </table>	<input type="checkbox"/>	Global Awareness	X	Environmental Literacy	X	Health Literacy	<input type="checkbox"/>	Civic Literacy	X	Financial, Economic, Business, and Entrepreneurial Literacy	<table border="1" style="width: 100%;"> <tr> <td style="width: 30px; text-align: center;">E</td> <td>Creativity and Innovation</td> </tr> <tr> <td style="text-align: center;">E,A</td> <td>Critical Thinking and Problem Solving</td> </tr> <tr> <td style="text-align: center;">E,A</td> <td>Communication</td> </tr> <tr> <td style="text-align: center;">T,A</td> <td>Collaboration</td> </tr> </table>	E	Creativity and Innovation	E,A	Critical Thinking and Problem Solving	E,A	Communication	T,A	Collaboration
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E,A	Communication																		
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Student Learning Targets/Objectives																			
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<i>Teaching and Learning Actions</i>																			
<p><i>Instructional Strategies</i> Graphic Organizers Circulate &amp; provide assistance on as needed basis.</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Role play</li> <li>• Food Lab</li> </ul>																		
<p><i>Activities</i> Use of crosswords for terms. Graphic Organizers. Extra time. Provide English to Spanish &amp; English to Creole vocabulary sheet.</p>	<ul style="list-style-type: none"> <li>• In class discuss personal good and bad dining experiences. Discuss what made the experience good or bad? Was the experience good or bad because of the food or the service?</li> <li>• Create a crossword puzzle using the content vocabulary.</li> <li>• Research and find articles pertaining to customer service and summarize the ideas contained within them. Share the summary with the class.</li> <li>• Make a list of traits that a great server should have.</li> <li>• Categorize 5 types of dining environments: fine dining, theme, casual dining, quick service, catering. List characteristics of each.</li> <li>• Categorize types of meal service: American plated service, booth service, family service, banquet service, classical French service, Russian / English service, butler service, buffet service. List the characteristics of each</li> <li>• Set up tables. (authentic assessment – rubric based)</li> <li>• Use a graphic organizer to make a sequence chart to show the 10 steps in serving a customer.</li> <li>• Practice table service; use the guidelines on page 139 in the textbook</li> <li>• Practice Napkin foldings.</li> </ul>																		

	<ul style="list-style-type: none"> <li>• In pairs and plan a new restaurant, include location, restaurant category, details (menu, pricing, décor), poster/ad, and presentation to the class.</li> <li>• Written Test</li> </ul>
<i>Experiences</i>	Trip to a banquet facility to experience table setting.
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=KoU1XiQJ1vo">https://www.youtube.com/watch?v=KoU1XiQJ1vo</a></li> <li>• <a href="https://www.youtube.com/watch?v=ka3h6NkvQow">https://www.youtube.com/watch?v=ka3h6NkvQow</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• Textbook: Johnson &amp; Wales University, Culinary Essentials, Glencoe &amp; McGraw Hill Companies, 2010 Edition.</li> </ul>	
<b>Suggested Time Frame:</b>	4 weeks

*D- Indicates differentiation at the Lesson Level.*

## Foodservice Preparation

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Unit 4 – Quality Foodservice Practices		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
The focus of this unit is on management, marketing, and employment laws in the foodservice industry. Students will learn about effective managing and marketing strategies. They will also learn about standards, government laws and regulations as they apply to food safety and the foodservice industry.			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• What skills do leaders need to have?</li> <li>• What are regulations? Are they necessary?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• List the qualities and duties of an effective manager.</li> <li>• Explain the foodservice manager’s role in maintaining profitability.</li> <li>• Analyze the manager’s role in employee selection, training, and supervision.</li> <li>• Examine the design issues that contribute to a profitable facility.</li> <li>• Give examples of what foodservice facilities can do to manage loss prevention.</li> <li>• Identify promotion and public relations techniques.</li> <li>• List the industry standards of quality used to evaluate food.</li> <li>• Summarize the roles of various government agencies in the foodservice industry.</li> <li>• Explain how facilities maintenance can help uphold foodservice standards.</li> </ul>			

- Describe laws meant to protect workers.
- Distinguish between management and employee responsibilities for the working environment.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> 21 <sup>st</sup> Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> T,A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

#### Student Learning Targets/Objectives

- Identify the qualities of an effective manager.
- Analyze the manager's role in employee selection, training, and supervision.
- Explain the role of a foodservice manager in maintaining profitability.
- Describe laws and regulations that impact the foodservice industry and its employees.

#### Assessments

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

#### Teaching and Learning Actions

<i>Instructional Strategies</i> <b>Graphic Organizers</b> Circulate & provide assistance on as needed basis.	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Role play</li> <li>• Food Lab</li> </ul>
<i>Activities</i> Use of crosswords for terms. <b>Graphic Organizers.</b> Extra time. Provide English to Spanish & English to Creole vocabulary sheet.	<ul style="list-style-type: none"> <li>• Make sentences using the content vocabulary.</li> <li>• Have students review the section on effective management and make a list of personality traits of a good manager.</li> <li>• Explain the role of a manager in foodservice industry.</li> <li>• Role play: a customer complaining and a manager attempting to resolve the problem. After a role play, discuss if the manager's resolution was fair and diplomatic solution.</li> <li>• Discuss changes that may affect profitability, such as the way a task is done, reorganizing storage space, increase in dining space, changes in staffing and scheduling, employee training.</li> <li>• Explain the concept of supply and demand and how it affects profitability.</li> </ul>

	<ul style="list-style-type: none"> <li>• Given a scenario and students will calculate average sales per customer, labor cost and net profit after subtracting all expenses. (pg 176,177,178, 192, in the textbook)</li> <li>• Use graphic organizer to identify the four factors (location, customer base, competition, and trends) to analyze the market place.</li> <li>• Crossword puzzles to reinforce content vocabulary.</li> <li>• Use textbook as a resource and answer following questions: List factors to be considered when designing a foodservice operation. Explain how to analyze the customer base. What is the first step a manager takes to review the job applications? Who are mentors and what do they do? List factors to analyze when creating a marketing strategy. Explain how to analyze the competition. What are two marketing strategies that provide information to give an operation the best possible start? What are advantages and disadvantages of direct marketing? Explain the benefits and limitations of doing market research. List the government agencies that are involved in standards and regulations for the foodservice industry. Explain how food is graded. Why do we have laws that protect people from discrimination? List laws that govern equal employment opportunities. Explain concept of affirmative action.</li> <li>• Assign each group a government agency and they will research how its regulations impact foodservice industry. Summarize the information and create a poster that shows the regulations pertinent to foodservice industry only.</li> <li>• Food Lab: Prepare a meal. Calculate the cost of the meal per person. (authentic assessment – rubric based)</li> <li>• Written test (summative)</li> </ul>
<i>Experiences</i>	City of Orange - Department of Health for regulations
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• Textbook: Johnson &amp; Wales University, Culinary Essentials, Glencoe &amp; McGraw Hill Companies, 2010 Edition.</li> </ul>	
<b>Suggested Time Frame:</b>	6 weeks

*D- Indicates differentiation at the Lesson Level.*

## Foodservice Preparation

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Unit 5 – The Commercial kitchen, Equipment & Technology		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
<p>In this unit, students will learn about the necessary preparation that takes place before cooking. They will learn about commercial kitchen work stations and work flow. They will also be introduced to the different types of receiving, storage, preparation, cooking, holding, and service equipment, along with the knives and smallwares.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>		<p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• What are tools? Are tools useful?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Explain the roles of the different stations in a professional kitchen.</li> <li>• Categorize the different types of professional receiving and storage equipment.</li> <li>• Explain the maintenance and sanitation for preparation equipment.</li> <li>• Compare the different heat sources used in cooking.</li> <li>• Identify the uses of hot food holding equipment.</li> <li>• Categorize the uses of different types of clean up equipment.</li> <li>• Categorize knives by their specific tasks.</li> <li>• Demonstrate basic knife skills.</li> <li>• Explain proper knife safety and storage.</li> <li>• Select appropriate tools and smallwares for specific tasks.</li> </ul>			

- Illustrate proper smallwares cleaning and sanitation.

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.																			
<p><i>Check all that apply.</i> 21<sup>st</sup> Century Themes</p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21<sup>st</sup> Century Skills</p>																		
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Student Learning Targets/Objectives																			
<ul style="list-style-type: none"> <li>• Explain the roles of the different stations in a professional kitchen.</li> <li>• Categorize the different types of professional receiving and storage equipment.</li> <li>• Compare the different heat sources used in cooking.</li> <li>• Evaluate the uses of service equipment.</li> <li>• Demonstrate basic knife skills.</li> </ul>																			
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<ul style="list-style-type: none"> <li>• Pre and Formative Do Now/Quiz/Classwork</li> <li>• Summative: Test</li> <li>• Other assessment measures: Food Lab/Project (Rubric based)</li> </ul>																			
Teaching and Learning Actions																			
<p><i>Instructional Strategies</i> <i>Graphic Organizers</i> <i>Circulate &amp; provide assistance on as needed basis.</i></p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Graphic Organizers</li> <li>• Note taking</li> <li>• Group work</li> <li>• Role play</li> <li>• Food Lab</li> </ul>																		
<p><i>Activities</i> <i>Use of crosswords for terms.</i> <i>Graphic Organizers.</i> <i>Extra time.</i> <i>Provide English to Spanish &amp; English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> <li>• Use the graphic organizer to show the kitchen stations (beverage, garde manger, short order, and hot food section) and its branches.</li> <li>• Discuss how location of these stations affect the flow of food from the kitchen to the plate and the efficient range of motion makes work easier.</li> <li>• Evaluate the school food lab for the work flow. Write a report containing the analysis. Offer recommendations to improve the efficiency.</li> <li>• Choose a recipe and students will make a list of mise en place, that will prepare the work station before any cooking starts.</li> <li>• Use a sequence chart to describe the five steps involved in receiving shipments of food. (check purchase order against shipment, verify invoice for accuracy, inspect food items for quality, complete a receiving record, move the food items to the</li> </ul>																		

	<p>appropriate storage area).</p> <ul style="list-style-type: none"> <li>• List all receiving equipment and food storage equipment. Discuss the cleaning and sanitization procedures for all equipment.</li> <li>• Provide with a sample invoice; review abbreviations. Discuss with class so that students have a basic understanding how to read and interpret an invoice.</li> <li>• Investigate the origin of first in, first out process. How do this concept came to be used in several industries, and why? Write a paragraph to show your answer. Cite your sources.</li> <li>• Review the cooking equipment used in the kitchen. Discuss the different heat sources these equipment use to cook food. Assign a heat source to pair of students to research about their assigned heat source, when was it discovered? Which cooking equipment works best? Share your research and results in a power point presentation to the class.</li> <li>• Use a graphic organizer to list all the holding equipment (steam table, bain marie, overhead warmers, proofing/holding cabinets) and service equipment (insulated carriers, chafing dishes, canned fuel, coffee systems, scoops). Show the equipment to students and discuss the use and its effectiveness.</li> <li>• Research about new technologies that may affect food preparation. Evaluate if it's a useful product. Share your research with class.</li> <li>• Show various knives and the task that it is used for. Demonstrate proper handling and storage. Identify parts of a knife.</li> <li>• Show a video demonstrating proper holding of knife, and various cuts.</li> <li>• Practice various cuts during food labs.</li> <li>• Show various smallwares used during food preparation and cooking. Choose any smallware and read how to use it and care for it. Write a script for an advertisement mentioning its use and how to clean it.</li> <li>• Food Lab: Basic knife skills (authentic assessment- rubric based)</li> <li>• Written test (summative)</li> </ul>
<i>Experiences</i>	Tour of a commercial kitchen
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.acfchefs.org/ACF/Resources/Video_Library/Knife/ACF/Resources/Video/Knife/">http://www.acfchefs.org/ACF/Resources/Video_Library/Knife/ACF/Resources/Video/Knife/</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• Textbook: Johnson &amp; Wales University, Culinary Essentials, Glencoe &amp; McGraw Hill Companies, 2010 Edition.</li> </ul>	
<b>Suggested Time Frame:</b>	6 weeks

*D- Indicates differentiation at the Lesson Level.*

## Foodservice Preparation

<b>Content Area:</b>	Career & Technical Education	<b>Grade(s)</b>	11-12
<b>Unit Plan Title:</b>	Unit 6 – Culinary Nutrition		
<b>Common Core Anchor Standard</b>			
<ul style="list-style-type: none"> <li>• <b>RST.2:</b> Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>RST.3:</b> Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</li> <li>• <b>RST.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li> <li>• <b>WHST.2.A:</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>			
<b>Overview/Rationale</b>			
This unit focuses on the 6 categories of nutrients and why are they essential to the body. Also, discuss the ways that foodservice operations can serve more healthful meals and learn about the common additives used in foodservice.			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>• 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities.</li> </ul>			
<p style="text-align: center;"><b>Technology Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources &amp; databases, search engines and subject directories</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Standard(s)</b></p> <p><b>CCSS.MATH.CONTENT.HSN.Q.A.1:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>		
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• What makes a food ‘healthy’?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Summarize the six categories of nutrients.</li> <li>• List the types and uses of food additives.</li> <li>• Explain the purpose of the Dietary Guidelines for Americans, nutrition labels, and MyPlate.</li> <li>• Analyze how age, activity level, lifestyle, and health influence dietary needs.</li> <li>• Evaluate cooking methods to prevent nutrient loss.</li> </ul>			

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

*Indicate whether these skills are E-Encouraged, T-Taught,*

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E,A	Critical Thinking and Problem Solving
X	Health Literacy	E,A	Communication
	Civic Literacy	T,A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		
<b>Student Learning Targets/Objectives</b>			
<ul style="list-style-type: none"> <li>List the six categories of nutrients and explain the importance of each of these nutrients.</li> <li>Evaluate the effectiveness of nutrition fact labels on consumer choices.</li> <li>Analyze how age, activity level, lifestyle, and health influences dietary needs.</li> <li>Evaluate recipes and choose cooking methods to reduce the nutrient loss.</li> <li>Modify/adjust recipes to reduce the amount of fat, cholesterol and sodium in recipes.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>Pre and Formative Do Now/Quiz/Classwork</li> <li>Summative: Test</li> <li>Other assessment measures: Food Lab/Project (Rubric based)</li> </ul>			
<b>Teaching and Learning Actions</b>			
<b>Instructional Strategies</b> <i>Graphic Organizers</i> <i>Circulate &amp; provide assistance on as needed basis.</i>		<ul style="list-style-type: none"> <li>Discussions</li> <li>Graphic Organizers</li> <li>Note taking</li> <li>Group work</li> <li>Role play</li> <li>Food Lab</li> </ul>	
<b>Activities</b> <i>Use of crosswords for terms.</i> <i>Graphic Organizers.</i> <i>Extra time.</i> <i>Provide English to Spanish &amp; English to Creole vocabulary sheet.</i>		<ul style="list-style-type: none"> <li>Discuss why foodservice employees need to know how to give healthful meal suggestions?</li> <li>Crossword puzzles using content vocabulary.</li> <li>Discuss and list foods high in Protein, Fat, Carbohydrates, Vitamins, Minerals, and water.</li> <li>Create a meal that contains all 6 nutrient types.</li> <li>Discuss guidelines available to consumers for healthy eating. Check how many students read nutrition fact labels. Discuss how chef uses the guidelines to plan a healthful menu.</li> <li>List the different types of vegetarians: Lacto vegetarian, Ovo vegetarian, Lacto ovo vegetarian, vegan.</li> <li>Calculate how much sugar one gets if they consume 1 can of soda every day.</li> <li>Discuss how food loses nutrients during storage, cooking and holding. Each group will review a recipe and make recommendations to ensure that nutrient loss is minimal.</li> <li>Choose 3 recipes and modify each to reduce the amount of fat, cholesterol and sodium. Enter the data in supertracker in choosemyplate.gov website and compare the nutrient content.</li> <li>Prepare modified recipes in food lab and evaluate for taste, texture, appearance.</li> </ul>	

	<p>(authentic assessment – rubric based)</p> <ul style="list-style-type: none"> <li>• Choose one protein food and research the process of how it got from farm to the table. Determine the scientific and technical advances have impacted its nutrition, safety, and availability. Create a power point presentation to share it with class.</li> <li>• Written test (summative)</li> </ul>
<i>Experiences</i>	Visit a hospital and meet the clinical dietitian.
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• Textbook: Johnson &amp; Wales University, Culinary Essentials, Glencoe &amp; McGraw Hill Companies, 2010 Edition.</li> </ul>	
<b>Suggested Time Frame:</b>	4 weeks

*D- Indicates differentiation at the Lesson Level.*