Orange Public Schools
Office of Innovation

Culinary Arts

Board Approval Date: September 11, 2024

“Good to Great”

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"GOOD TO GREAT"

Revised: 8/14/24

Culinary Arts Grades 11-12

Course Description: This is an in-depth study of the different types of menus and station set-up pertaining to the culinary cuisine techniques of preparation of various foods and trays used for presentation. The emphasis will be that students learn about professional ethics & traits of all culinary professionals, organization, and utilization of fundamental cooking techniques. Students will also learn the functions of catering and calculate cost per serving.

Scope and Sequence

Timeline	Concepts
Unit 1: The Professional Kitchen (10) class periods, 40 minutes each)	• Review personal hygiene, kitchen safety and sanitation. • Function of the classic kitchen brigade & the dining service brigade. • Careers in foodservice and employability skills. • Commercial & non-commercial foodservice facilities. Differentiate between different types of dining facilities.
Unit 2: Menus and Recipes (15 class periods, 40 minutes each)	• Purpose of standardized recipe and how to standardize a recipe. • Adjusting the yield of a recipe. • Calculating unit costs, recipe costs & selling prices. • Menu styles & create a menu.
Unit 3: The Dining Experience (10 class periods, 40 minutes each)	• The Dining Experience/Customer Service. • Food preparation demonstrating cooking techniques (ongoing) • Service Roles and Skills
Unit 4: Cooking Techniques & Flavorings (45 class periods, 40 minutes each)	• Cooking techniques: Dry, Moist & combination cooking techniques. • Food preparation demonstrating cooking techniques • Seasonings, herbs & flavorings
Unit 5: Eggs & Breakfast Cookery (10 class periods, 40 minutes each)	• Eggs & its versatility in the culinary field. • Breakfast cookery, preparing eggs in a variety of ways, meats consumed at breakfast and quick breads.
Unit 6: Garde Manger (15 class periods, 40 minutes per class period)	• Role of garde manger. • Preparing cheese platters, fruit platters, sandwich platters, salads and dressings.

Unit 7: Stocks, Sauce, Soups, Pasta, and Grains (50 class periods: 40 minutes per class period)	• Stocks & mother sauces. • Types of soups. • Cooking grains. • Making pasta.
Unit 8: Baking Techniques – Yeast Breads and rolls (25 class periods: 40 minutes per class period)	• Difference between quick breads & yeast breads. • Preparation of yeast breads and rolls. • Preparation of cakes.

Unit I	CTE: Culinary Arts	Grade(s)	11-12
Unit Plan Title:	**The Professional Kitchen – A Review of the Basics**		

Overview/Rationale

This unit serves as a bridge between previously covered material in the Foodservice Preparation course and the more in-depth course of study in Culinary Arts. This unit will be started with the review of food and kitchen safety practices and the kitchen basics learned in previous two courses in order to reinforce the essential basic culinary skills. Students will also learn about the career opportunities in the food & hospitality industry, and the skills needed to be successful in the culinary & hospitality industry.

- Safety and sanitation
- HACCP Applications – The Flow of Food
- Recipe reading & measuring accurately.
- Foodservice Trends
- Careers in Foodservice
- Employability Skills

New Jersey Student Learning Standards

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.9: Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Attend to personal health and financial well-being.
- CRP3: Consider the environmental, social, and economic impact of decisions.
- CRP4: Demonstrate creativity and innovation.
- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6: Model integrity, ethical leadership, and effective management.
- CRP7: Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking 2020 Tech/Design and Thinking Standards	Interdisciplinary Standards 2020 Science Standards 2020 English Standards 2023 Math Standards
• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. • 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. • 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. • 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product. • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints	• RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.(e.g., via discussion, written response, etc.) • RI.CI.11-12.2. Determine two or more central ideas of an informational text, and analyze how they are developed and refined over the text, including how they interact and build on one another to provide a complex account of analysis; provide an objective summary of the text. • W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. • HS.N.Q. A.1. Use units as a way to understand problems 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. • HS.N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. • HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules. • HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
X	Environmental Literacy		Other:

Essential Question(s)

- How can you ensure food safety?

- How do I identify, care for, and use different kitchen tools?
- How do I prepare myself for a career in the food service industry?
- How do you differentiate between commercial & non-commercial food services?

Enduring Understandings

- Foodborne illness can be prevented by proper safety & sanitation in the food lab/kitchen.
- Safety in the kitchen is essential to prevent injury and damage to self and equipment.
- HACCP application is crucial to food safety.
- There are many employment opportunities available in the food service industry and demonstrating leadership and collaborative skills are beneficial for succeeding in the career.
- Foodservice trends & opportunities may vary in commercial & non-commercial kitchens.
- Proper identification, care and cleaning of kitchen tools will maintain performance and increase efficiency in the cooking lab.

Student Learning Targets/Objectives

I Can…

- Participate in culinary labs and competitive challenges.
- Prepare food using proper safety and sanitation principles.
- Identify all utensils and demonstrate proper use of all kitchen equipment.
- Identify the leadership skills necessary for food service employment.
- Outline the duties of each member of the service staff.
- Differentiate between commercial & non-commercial food services.

Assessments

Formative Assessments:

- Reflection Journals
- Classwork
- Do Now
- Exit Tickets

Summative Assessments:

- Chapter Test
- Unit Test
- PowerPoint Presentation (Rubric Based)

Authentic Assessments:

- Food/Lab Project: Food preparation (Rubric Based)

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling

	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.
Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction* *Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.* ***SIOP Strategies:*** *Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes* *Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies* *Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds* *Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses* **Week 1: Review & reinforcement of food & kitchen safety practices.** *Teaching & Learning Actions:* ● Practice kitchen safety & personal hygiene exercises during the food lab. ● Use appropriate kitchen and cooking equipment on the basis of its use, for example equipment that is used for cutting,measuring, cooking and baking. *Activities:* ● Practice proper handwashing and personal hygiene, including appropriate attire for food preparation. ● List critical control points in food safety, and explain how to ensure food safety at these critical control points, ● Discussion of proper storage and use of cooking equipment. ● Practice proper measuring and cutting during the food labs. **Week 2: Kitchen & Food service brigade; commercial & non-commercial food services.** *Teaching & Learning Actions:*

	• Explain the purpose of the kitchen & food service brigade. • Discuss the difference between different types of dining facilities: commercial versus noncommercial services. *Activities:* • List all the positions/jobs in the kitchen & food service (dining). • Create a PPT presentation on the employment/career opportunity in commercial/ non-commercial kitchens, including skills/training needed for the position. • Practice basic culinary skills during the food lab. • Make a list of responsibilities for each member of the team when in the cooking lab.
Experiences (virtual and live field trips)	• Catering for school events, demonstrating developing skills in the food lab. • Guest Speaker: Chef • Visit the Culinary Arts Institute at Hudson County Community College.
Resources	
Videos: • Kitchen Math • Reading Recipe • Basic Culinary Skills • Standardizing Recipe • Food Rules: Safety in the kitchen • Cleaning and Sanitizing in Food Service • HACCP **Articles:** • **Food Safety** **Textbooks:** • Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel, On Cooking: A Textbook of Culinary Fundamentals, Pearson, Sixth Edition 2019 **(Ch.1, Ch.2 & Ch.5)** • Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. **(Ch.1, Ch.2, Ch.3 & Ch.5)**	
Pacing/ Time Frame:	10 class periods: 40 minutes per class period

Unit II	CTE: Culinary Track	Grade(s)	11-12
Unit Plan Title:	**Unit 2: Menus & Recipes**		

Overview/Rationale

This unit emphasizes the foodservice from the perspective of a business. It focuses on the principles of menu planning, and different types of menu used by various foodservice establishments and when it is appropriate to use each type of menu. Also, use of standardized recipes to maintain product consistency and control cost, as both are important from the business perspective.

New Jersey Student Learning Standards

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Attend to personal health and financial well-being.
- CRP3: Consider the environmental, social, and economic impact of decisions.
- CRP4: Demonstrate creativity and innovation.
- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6: Model integrity, ethical leadership, and effective management.
- CRP7: Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	• RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly

- 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

and inferentially, as well as interpretations of the text.(e.g., via discussion, written response, etc.)

- RI.CI.11-12.2. Determine two or more central ideas of an informational text, and analyze how they are developed and refined over the text, including how they interact and build on one another to provide a complex account of analysis; provide an objective summary of the text.
- W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- HS.N.Q. A.1. Use units as a way to understand problems 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.
- HS.N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules.
- HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

Essential Question(s)

- How are menus used in the foodservice industry?
- How can the menu guide the customer to make meal choices?
- How can a recipe be standardized?
- How can you ensure consistent quality of a dish?
- How does a standardized recipe contribute to cost control?

Enduring Understandings

- Menus are used as a tool to communicate with customers.
- Menu styles vary depending on the type of restaurant and service.
- Utilize standardized recipes to prepare a consistent quality product & cost control.
- Proper & accurate measuring is a key to achieve consistent quality of food.

Student Learning Targets/Objectives

I Can...

- Categorize the factors that influence a menu.
- Compare and contrast different types and styles of menus.
- Explain the purpose of standardized recipes.
- Calculate unit costs, recipe costs and selling prices.
- Convert recipe yield and portion size amounts.

Assessments
Formative Assessments: ● Reflection Journals ● Classwork ● Do Now ● Exit Tickets **Summative Assessments:** ● Chapter Test ● Unit Test ● Menu creation/style project (Rubric Based) **Authentic Assessments:** ● Food/Lab Project: Safety and Sanitation

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling; SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.

Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction* *Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.* ***SIOP Strategies:*** *Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes* *Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies* *Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds* *Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses* **Week 1: Menu Styles & Categories** *Teaching & Learning Actions:* ● Share examples of different menu styles and discuss which menu style will be best for a particular food service establishment. *Activities:* ● Compare menu styles ● Explain different menu categories and how they are typically listed. ● Project: Create a menu for a new restaurant. Establish the type of restaurant (formal/ casual, meal (breakfast/lunch/dinner). Determine the type/style of the menu. Consider all of the influences on the menu; Specify the menu categories. **Week 2: Standardized Recipes** *Teaching & Learning Actions:* ● Practice measuring techniques using a scale and measuring cups. *Activities:* ● Compare measuring techniques utilizing measuring cups to measure ingredients & then re-measure on scale. ● Prepare a dish using a standardized recipe & compare the end product of each group.

	Week 3: Recipe Yield *Teaching & Learning Actions:* Discuss the importance of accurate measuring to ensure consistent quality food products. Ingredients amount needs to be adjusted when increasing or decreasing the yield of a recipe. *Activities:* ● Calculate the yield of a recipe. ● Adjust the serving portion size. ● Calculate the recipe cost, unit cost and selling prices. ● Written test (summative)
Experiences (virtual and live field trips)	● Catering for school events, demonstrating developing skills in the food lab. ● Guest Speaker: Restaurant Owner or Chef with in Orange, NJ
Resources	
Videos: ● Standardizing Recipe ● Reading Recipe ● Basic Culinary Skills **Article:** Recipe Standardization Menu Management **Textbooks:** ● Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel, On Cooking: A Textbook of Culinary Fundamentals, Pearson, Sixth Edition 2019 **(Ch.4, Ch.5)** ● Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. **(Ch.12, Ch.13, Ch.14)**	
Pacing/ Time Frame:	15 class periods: 40 minutes per class period

Unit III	CTE: Culinary Track	Grades	11-12
Unit Plan Title:	Unit 3 The Dining Experience		

Overview/Rationale

This unit prepares students for the hospitality industry. It is important to know how to provide quality customer service to ensure satisfied customers. The dining experience is not limited to the food, yes it is important that there is a consistent good quality of prepared dishes, but then it builds on with the exquisite plating, ambiance of the restaurant and top it with excellent service. The topics covered in this unit include:

- Service Roles & Skills
- Serving Customers
- Different Styles of Meal Service

New Jersey Student Learning Standards

- 9.3.HT.1: Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways
- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.9: Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Attend to personal health and financial well-being.
- CRP3: Consider the environmental, social, and economic impact of decisions.
- CRP4: Demonstrate creativity and innovation.
- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6: Model integrity, ethical leadership, and effective management.
- CRP7: Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standard 2020 Science Standards

	2020 English Standards 2023 Math Standards
• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. • 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. • 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. • 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product. • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints	• RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.(e.g., via discussion, written response, etc.) • RI.CI.11-12.2. Determine two or more central ideas of an informational text, and analyze how they are developed and refined over the text, including how they interact and build on one another to provide a complex account of analysis; provide an objective summary of the text. • W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. • HS.N.Q. A.1. Use units as a way to understand problems 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. • HS.N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
X	Environmental Literacy		Other:

Essential Question(s)

- How can food safety be ensured during service?
- How do I prepare myself for a career in the hospitality industry?

- How should the table be set for a formal dining experience?
- How should a server handle flatware in a dining room setting?
- How do waiters and waitresses ensure that the customer gets the correct order?

Enduring Understandings

- The host should be polite and respectful.
- Server should be dressed in appropriate professional attire.
- There are many employment opportunities available in the food service industry and demonstrating leadership and collaborative skills are beneficial for succeeding in the career.
- Different types of dining styles to include: fine-dining, casual-dining, theme restaurants, quick-service restaurants & catering services require specific preparation.

Student Learning Targets/Objectives

I Can…

- Explain different dining styles.
- Demonstrate customer service & table setting skills.
- Identify the leadership skills necessary for food service employment.
- Outline the duties of each member of the service staff: host, server & the busser.
- Demonstrate napkin folding skill.

Assessments

Formative Assessments:

- Reflection Journals
- Classwork
- Do Now
- Exit Tickets

Summative Assessments:

- Chapter Test
- Unit Test
- Napkin Folding (Rubric Based)

Authentic Assessments:

- Authentic: Food lab/Table service Project (Rubric Based)

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.

Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction* *Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.* ***SIOP Strategies:*** *Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes* *Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies* *Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds* *Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses* **Week 1: Introduction to Dining Styles & Services** *Teaching & Learning Actions:* Explain the purpose of various dining styles and services. The skills needed to provide the service may vary depending upon the dining style. *Activities:* ● Review the career/jobs in culinary/food preparation and food service industry. Specify the knowledge & skills essential for these jobs. ● List the customer service skills that are essential for the service staff. ● Discuss and compare different dining facilities within the area, and which of those is a formal/casual dining facility. What makes it a formal & informal dining service? **Week 2: The Dining Experience** *Teaching & Learning Actions:* Discuss the English & Russian style dining services, practice formal table setting and table service, including the beverages. Observe videos on napkin folding techniques & formal table setting. *Activities:*

	● List the employment positions and its responsibilities in dining services. ● Research the details about English & Russian dining services. ● Compare and contrast the ● Practice table setting & napkin folding. ● Practice table service (tray service/handservice & beverage service).
Experiences (virtual and live field trips)	● Catering for school events, demonstrating developing skills in the food lab. ● Guest speaker: Host, Waiter, or Waitress ● Field Trips: Walnut College, HCCC, Montclair Farms
Resources	
Videos: ● Table Setting ● Formal Table Setting ● Napkin Folding ● Do's & Don't of Table Service **Article:** ● **Consistent Service** **Textbooks:** ● Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. **(Ch.5 & Ch.6)**	
Pacing/ Time Frame:	10 class periods: 40 minutes per class period

Unit IV	CTE: Culinary	Grade(s)	11-12
Unit Plan Title:	**Unit 4: Cooking Techniques & Flavorings**		

Overview/Rationale

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. Awareness of when to add the seasonings, which foods will go well together is an important skill in the culinary field. This unit will cover following topics:

- How cooking alters food
- Dry, Moist and Combination cooking techniques
- Enhancing food
- Herbs & Spices
- Sensory Perception

New Jersey Student Learning Standards

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
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- CRP4: Demonstrate creativity and innovation.
- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
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Technology/Computer Science and Design Thinking	Interdisciplinary Standard
• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	• RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly

- 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
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and inferentially, as well as interpretations of the text.(e.g., via discussion, written response, etc.)

- RI.CI.11-12.2. Determine two or more central ideas of an informational text, and analyze how they are developed and refined over the text, including how they interact and build on one another to provide a complex account of analysis; provide an objective summary of the text.
- W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- HS.N.Q. A.1. Use units as a way to understand problems 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.
- HS.N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules.
- HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

Essential Question(s)

- How does dry heat affect food?
- How does moist heat affect food?
- How do you blanch food?
- How can you differentiate between broiling & grilling?
- How can seasonings and flavorings enhance flavor?

Enduring Understandings

- The five senses aid a person's ability to taste food.
- There are several differences between dry and moist cooking techniques.
- There are differences in color, texture & appearance of food cooked with dry & moist cooking techniques.
- Herbs and seasonings are used to enhance flavor.

Student Learning Targets/Objectives

I can:

- Prepare food using different cooking techniques.
- Compare and analyze the effect of different cooking techniques on the food.
- Utilize different seasoning, herbs, and flavorings techniques to create different sensory perception.
- Identify different herbs, spices, nuts, and seeds.

Assessments
Formative Assessments: ● Reflection Journals ● Classwork ● Do Now ● Exit Tickets **Summative Assessments:** ● Chapter Test ● Unit Test ● Cooking technique presentations (Rubric Based) **Authentic Assessments:** ● Food lab: Kitchen safety & sanitation practice/Food preparation/Knife skills (Rubric Based)

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.
Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction also Project Based Learning.*

Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.

SIOP Strategies:

Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes

Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies

Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds

Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses

Week 1: Principles of Cooking

Teaching & Learning Actions:

Introducing the topic of cooking food and a source of heat is essential for this process. The heat can be transferred to food through conduction, convection, and radiation. Heat affects color, texture, taste/flavor, and aroma of food.

Activities:

Identify the sources of heat and explain how food is cooked in each of these processes.
Describe the changes that take place when food is cooked.
Prepare food utilizing heat sources through conduction, convection, and radiation.

Week 2 & 3: Dry Cooking Techniques

Teaching & Learning Actions:

Describe dry cooking methods, and how each cooking technique is classified into dry, moist or combination cooking methods. Besides the cooking, more hands on practice of knife skills.

Activities:

- Practice knife skills
- Assign dry cooking techniques to each group to create an informational powerpoint presentation about the assigned dry cooking methods.
- Submit a recipe utilizing the assigned dry cooking methods.
- Prepare the recipe submitted for the assigned dry cooking methods.
- Describe the changes in foods color, texture, flavor and aroma.

Week 4 & 5: Moist Cooking Techniques

Teaching & Learning Actions:

Describe moist cooking methods, and how each cooking technique and how each cooking technique affects the color, texture, and flavor of the food. Explain which foods are best for moist cooking methods.

Activities:

- Discuss which foods are best suited for moist cooking techniques.
- List the liquids that can be used for moist cooking techniques.

	• Explain your observation of changes in the foods color, texture, and flavor. • Practice knife skills (ongoing) • Prepare food utilizing moist heat methods. **Week 6 & 7: Combination Cooking Techniques** *Teaching & Learning Actions:* Describe combination cooking methods, and how each cooking technique affects the color, texture and flavor of the food. *Activities:* • Describe which foods are best suited for combination cooking techniques. • Discuss the difference between braising and stewing. • Explain the sous vide process and food safety concerns with the sous vide process. • Prepare food utilizing the combination cooking technique. **Week 8 & 9: Herbs, Spices & Seasoning** *Teaching & Learning Actions:* Discuss the use of herbs, spices and seasonings to add or enhance the flavor of the food. Besides the cooking, more hands on practice of knife skills, use of herbs, spices and seasonings. *Activities:* • Blind sensory exercise to recognize different seasoning & herbs. • Prepare food with various herbs & spices to evaluate the impact on taste. • Observe the changes in the taste with different herbs & flavorings. • Write about the effect of seasonings, herbs & flavoring in food. • Group discussion on the changes.
Experiences (virtual and live field trips)	• Participate in food preparation for various school events. • Internship at Montclair Community Farms in New Jersey. • Guest chef/speakers demonstrating the cooking techniques.

Resources

- Cuisinart: Fruit & Vegetable
- Cuisinart: Meat & Poultry
- Cuisinart: Fish & Seafood
- Cooking Methods
- Dry Cooking Methods
- Moist & Combination Cooking Method
- Herbs
- Onion Family

Article:

- Food Preparation

Textbooks:

- Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel, On Cooking: A Textbook of Culinary Fundamentals, Pearson, Sixth Edition 2019 **(Ch.7, Ch.9 & Ch.10)**
- Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. **(Ch.15 & Ch.16)**

Pacing/ Time Frame:	45 class periods: 40 minutes per class period

Unit V	CTE: Culinary	Grade(s)	11-12
Unit Plan Title:	Unit 5: Eggs & Breakfast Cookery		

Overview/Rational

Eggs are often associated with breakfast, however in the culinary kitchen egg is considered as a multi-purpose ingredient. It is used as a thickener, leavening and binding agent in cooking. Traditional breakfast foods usually include eggs, potatoes, breads, pancakes, waffles, and cereals. There are many ways to prepare eggs and breakfast meats. In this unit the following subjects will be covered:

- Meat & egg preparation
- Breakfast breads and cereals
- Breakfast drinks

New Jersey Student Learning Standards

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- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
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- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
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- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Attend to personal health and financial well-being.
- CRP3: Consider the environmental, social, and economic impact of decisions.
- CRP4: Demonstrate creativity and innovation.
- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6: Model integrity, ethical leadership, and effective management.
- CRP7: Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
• 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and	• NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual

career aspirations by using a variety of digital tools and resources. ● 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. ● 9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.	evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone. ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. ● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. ● 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Essential Question(s)

- How many ways can eggs be cooked?
- How can you differentiate between poached and soft boiled eggs?
- How are eggs used in custard?

Enduring Understandings

- Eggs provide texture, flavor, structure to many foods.
- Eggs can be cooked in the shell, poached, fried, scrambled, as omelets or souffles.
- Eggs enrich and tenderize breads.
- Pancakes, French Toast, Waffles, and Omelets are common breakfast foods.
- Coffee, Tea, and Orange Juice are common juices served at breakfast.

Student Learning Targets/Objectives

- Participate in culinary labs and competitive challenges
- Categorize the different types of breakfast quick breads and cereals.
- Prepare quick breads and yeast breads.
- Prepare eggs five different ways.

Assessments

Formative Assessments:
- Reflections
- Classwork
- Do Now
- Exit Tickets

Summative Assessments:
- Chapter Test
- Unit Test
- Egg cooking technique demonstration project (Rubric Based)

Authentic Assessments:
- Food Lab/Project: Omelet making(Rubric based)

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.

Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction also Project Based Learning.* *Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.* ***SIOP Strategies:*** *Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies* *Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds* *Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses* **Week 1: Eggs** *Teaching & Learning Actions:* Discussion on how eggs are available in various sizes which are determined by weight. Eggs are considered as a staple food for breakfast and are cooked in various ways. *Activities:* Explain the grading process, and the storage guidelines for eggs. Prepare poached, scrambled, soft boiled, and hard boiled eggs. Practice omelet preparation. **Week 2: Eggs** *Teaching & Learning Actions:* Explain that egg is the most versatile ingredient in the kitchen. Besides being a main course for breakfast, it is used to thicken, leaven and bind the ingredients. *Activities:* Prepare custard to demonstrate its function as thickener. Prepare meatballs demonstrating its function as a binding agent.

	Prepare mayonnaise demonstrating the function of the egg as an emulsifier. What role do eggs play in baked products? Demonstrate preparation of muffins and pancakes.
Experiences (virtual and live field trips)	• Participate in food preparation for various school events. • Internship at Montclair Community Farms in New Jersey. • Guest chef/speaker demonstrating cooking techniques. • Field Trip to Local Restaurant

Resources
Egg Cookery Scrambled Eggs Omelet 3 ways Poached eggs Boiled eggs Grits French toast **Articles:** Importance of Breakfast Eating Breakfast in Human Nutrition **Textbooks:** • Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel, On Cooking: A Textbook of Culinary Fundamentals, Pearson, Sixth Edition 2019 **(Ch.21)** • Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. **(Ch.17)**
Pacing/ Time Frame: 10 class periods: 40 minutes per class period (ongoing)

Unit VI	CTE: Culinary Track	Grade(s)	11-12
Unit Plan Title:	Unit 6: Garde Manger		

Overview/Rationale

The Garde Manger Chef is responsible for making cold foods, such as salads, fruit platters, sandwich platters. It requires patience and skills essential for plating, which includes knife skills. The unit will comprise of the following topics:

- What is Garde Manger
- Salads & Salad dressings
- Cheeses
- Cold platters
- Basics of sandwich making

New Jersey Student Learning Standards

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Attend to personal health and financial well-being.
- CRP3: Consider the environmental, social, and economic impact of decisions.
- CRP4: Demonstrate creativity and innovation.
- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6: Model integrity, ethical leadership, and effective management.
- CRP7: Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. • 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.	• RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations

• 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. • 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product. • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints	of the text.(e.g., via discussion, written response, etc.) • RI.CI.11-12.2. Determine two or more central ideas of an informational text, and analyze how they are developed and refined over the text, including how they interact and build on one another to provide a complex account of analysis; provide an objective summary of the text. • W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. • HS.N.Q. A.1. Use units as a way to understand problems 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. • HS.N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. • HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules. • HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

Essential Question(s)

- How are emulsified dressings made?
- How can you prepare and change the texture of vinaigrette and other dressing?
- How can you enhance food presentations?

Enduring Understandings

- Salads are tasty, nutritious, and generally low in calories and are an important part of our daily intake.
- Garde Manger is responsible for cold foods and appetizers.
- There are many types of salads and salad dressings.
- There are several steps to make different styles of cold platters.
- There are many different types of garnishes that are used to enhance the presentation of food.

Student Learning Targets/Objectives

- Participate in culinary labs and competitive challenges.
- Prepare salads and dressings using different techniques and ingredients.
- Prepare different styles of sandwiches using different techniques and ingredients.
- Present salads, fruit & sandwich platters attractively.

Assessments

Formative Assessments:

- Reflection Journals
- Classwork
- Do Now

- Exit Tickets

Summative Assessments:

- Chapter Test
- Unit Test
- Fruit & sandwich platter making (Rubric Based)

Authentic Assessments:

- Food/Lab Project: Food Preparation - different types of salads & salad dressings(Rubric based)

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling; SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.
Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction* *Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.* ***SIOP Strategies:*** *Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word*

	walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes *Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies* *Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds* *Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses* **Week 1: Salads** *Teaching & Learning Actions:* Explain that there are a variety of greens available in the market for salads and how should the greens be selected and prepared for the salad. Discuss the difference between tossed, composed and bound salads. *Activities:* ● Explain the procedures for preparing tossed, bound and composed salads. ● Make variety of salads and salad dressings (Italian & Caesar dressing) **Week 2: Fruit Platters** *Teaching & Learning Actions:* Discuss as a garde manger one is responsible for all cold food preparation and plating. Selection of the fruit that is fresh and should be prepared close to the time of serving to prevent enzymatic browning. *Activities:* ● Research about which fruits can be used in fruit platters ● Participate in creating fruit platters. **Week 3: Sandwich platters** *Teaching & Learning Actions:* Making sandwiches is easy, putting a spread and a filling between two slices of bread. However, creating a sandwich platter although easy but requires planning and teamwork. Also, different varieties of bread/rolls/tortillas can be used, showcasing creativity. *Activities:* ● Prepare hot & cold sandwiches ● Research and plan to create a sandwich platter. ● Make a list of ingredients needed and create a sandwich platter.
Experiences (virtual and live field trips)	● Participate in food preparation for various school events. ● Internship at Montclair Community Farms in New Jersey. ● Guest chef/speakers: Garde Manger Chef to demonstrate & teach about creating cold food platters.
Resources	
Videos: ● Another charcuterie board ● How to make charcuterie board ● Sandwich Platter ● Fruit Platter ● Super Easy Fruit Platter ● Salads ● Caesar dressing	

- Plating

Articles:

All Things Bright & Beautiful - Fruit Platter

Salad Boards

Textbooks:

- Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel, On Cooking: A Textbook of Culinary Fundamentals, Pearson, Sixth Edition 2019 **(Ch.25, Ch. 26, Ch.27)**
- Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. **(Ch.18, Ch.19)**

Pacing/ Time Frame:	15 class periods: 40 minutes per class period

Unit VII	CTE Culinary Track	Grade(s)	11-12
Unit Plan Title:	**Unit 7: Stocks, Sauce, soups, Pasta, and Grains**		

Overview/Rationale

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 about the following:

- Stocks, sauces, and soups
- Pasta
- Rice and other grains

New Jersey Student Learning Standards

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
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- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
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Technology/Computer Science and Design Thinking	Interdisciplinary Standards
• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	• RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly

• 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. • 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. • 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product. • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints	and inferentially, as well as interpretations of the text.(e.g., via discussion, written response, etc.) • RI.CI.11-12.2. Determine two or more central ideas of an informational text, and analyze how they are developed and refined over the text, including how they interact and build on one another to provide a complex account of analysis; provide an objective summary of the text. • W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. • HS.N.Q. A.1. Use units as a way to understand problems 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. • HS.N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. • HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules. • HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

Essential Question(s)

- How are stocks prepared?
- How can you prepare a roux?
- How can you distinguish the different types of pasta dishes?

Enduring Understandings

- Flavorful stock is a key to a great sauce.
- Equal parts of butter and flour is used to make a roux.
- Pasta can be cooked fresh or dried.
- There are many varieties of pasta and rice.

Student Learning Targets/Objectives

- Participate in culinary labs and competitive challenges.
- Differentiate between white stock and brown stock.
- Prepare different mother sauces.
- Prepare fresh pasta.
- Prepare a variety of grain products.

Assessments
Formative Assessments: ● Reflection Journals ● Classwork ● Do Now ● Exit Tickets **Summative Assessments:** ● Chapter Test ● Unit Test ● Mother sauce presentation project (Rubric Based) **Authentic Assessments:** ● Stock & sauce preparation; Making dishes using the mother sauces; making pasta (Rubric based)

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling; SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.
Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction* *Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.* ***SIOP Strategies:***

Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes
Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies
Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds
Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses

Week 1: Stocks
Teaching & Learning Actions:
Discuss what is stock, and the key ingredients of a stock. Review the process of stock making and the difference between white & brown stock. It can be used as a base of a soup, gravy or a sauce. Review of the content vocabulary.
Activities:
List the key ingredients of a stock. Prepare white & brown stock.
Compare the commercially produced stock with the stock made in class.
Utilize the stock to make soups and sauce.

Week 2 & 3: Sauces
Teaching & Learning Actions:
Discuss there are 5 mother sauces, all other sauces are derivatives of the mother sauces.
Activities:
Create a powerpoint presentation on the assigned mother sauce.
Prepare the mother sauces and use in various dishes.

Week 3 & 4: Soups
Teaching & Learning Actions:
Review of different types of soups, such as broth based clear soups, thickened soups, cream soups, bisques and chowders.
Activities:
Define content vocabulary.
Differentiate between different types of soups, for example cream soup and a puree soup.
Submit a recipe for a clear soup, thickened soup or a cream soup to prepare in class.

Week 5: Potatoes
Teaching & Learning Actions:
Potatoes are starchy vegetables, there are many varieties of potatoes and can be cooked using dry or moist cooking techniques.
Activities:
Define the content terms.

	Prepare baked potatoes, mashed potatoes, and roasted potatoes. Differentiate between different varieties of potatoes. **Week 6, 7 & 8: Grains** *Teaching & Learning Actions:* Discuss what are grains. Difference between whole & refined grains. Grains grown in different regions of the world. Different types of rice available in the market and its use. Prepare a variety of dishes using different types of grains. *Activities:* Review of parts of grains, how the milling process is used to refine the grain by separating bran and germ from the endosperm. Compare the nutritional differences between whole & refined grains. Cooking methods used for whole & refined grains. Prepare varieties of grains & grain products used in different regions of the world. Compare different types of rice. Determine which type of rice would be best suited for pilaf, rice pudding, risotto, rice flour etc. **Week 9 & 10: Pasta** *Teaching & Learning Actions:* Explain the process of pasta making and review common varieties of pasta. *Activities:* List the basic ingredients used in a pasta dough. Make pasta dough. Prepare a variety of pasta products.
Experiences (virtual and live field trips)	• Participate in food preparation for various school events. • Internship at Montclair Community Farms in New Jersey. • Guest chef/speakers: Chef to demonstrate pasta dishes.

Resources

Chicken Stock
Mother Sauces
Hollandaise Sauce
Velouté Sauce
Cuisinart: Pasta, Rice & Gnocchi
Cooking Rice
Examining Sauces
Bechamel Sauce
Espagnole Sauce
Tomato Sauce
Cooking Grains

Articles:

Broths & Stocks
The Mother Sauces

Textbook:

- Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel, On Cooking: A Textbook of Culinary Fundamentals, Pearson, Sixth Edition 2019 **(Ch.11, Ch.12, Ch.23)**

• Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition.**(Ch.20, Ch.24)**	
Pacing/ Time Frame:	50 class periods: 40 minutes per class period

Unit VIII	CTE: Culinary Track	Grade(s)	11-12
Unit Plan Title:	**Unit 8: Baking Techniques – Yeast Breads and Rolls**		

Overview/Rationale

Baking is a science, requires precise measurements and accuracy to achieve a good result. It also requires special baking equipment to produce professional quality products. Breads are usually 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 about the following:

- Bakeshop formulas & equipment
- Bakeshop ingredients
- Yeast dough basics
- Yeast dough production

New Jersey Student Learning Standards

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
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- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Attend to personal health and financial well-being.
- CRP3: Consider the environmental, social, and economic impact of decisions.
- CRP4: Demonstrate creativity and innovation.
- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6: Model integrity, ethical leadership, and effective management.
- CRP7: Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	• RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly

• 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. • 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. • 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product. • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints	and inferentially, as well as interpretations of the text.(e.g., via discussion, written response, etc.) • RI.CI.11-12.2. Determine two or more central ideas of an informational text, and analyze how they are developed and refined over the text, including how they interact and build on one another to provide a complex account of analysis; provide an objective summary of the text. • W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. • HS.N.Q. A.1. Use units as a way to understand problems 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. • HS.N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. • HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules. • HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

Essential Question(s)

- How are leavening agents used in cooking?
- How do you differentiate between quick breads and yeast breads?
- How to properly mix the ingredients to make the dough?

Enduring Understandings

- Baking requires precise measurement and accuracy.
- A starter is a mixture of flour, yeast, and a warm liquid.
- Sponge method allows the yeast to develop separately before it is mixed with the other ingredients.
- Creaming method of mixing for a cake requires mixing the fat, salt and sugar before adding eggs and liquids.
- In a cake recipe milk can be substituted with soy milk, rice milk, water/juice, powdered milk and evaporated milk.

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 the benefits of different baking styles to achieve commercial quality products.
- Adjust scale to measure ingredients accurately.

Assessments

Formative Assessments:

- Reflection Journals
- Classwork
- Do Now
- Exit Tickets

Summative Assessments:

- Chapter Test
- Unit Test

Authentic Assessments:

Food/Lab Project: Prepare quick breads & yeast breads

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling; SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.
Activities: Including G/T, SE, and ELL Differentiation	*Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer* *Gifted and talented students: · Modified instructional strategies Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction* *Students with a 504: · Adhere to all modifications and health concerns stated in504 plan.· Assess the academics of the student to implement the necessary modifications as described in this document.* ***SIOP Strategies:*** *Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson*

	procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes *Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies* *Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds* *Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses* **Week 1: Baking ingredients** *Teaching & Learning Actions:* Discuss commonly used ingredients in baked breads, importance of accurate measuring and the mixing methods. *Activities:* Practice measuring using a weight scale for dry ingredients and liquid ingredients. Explain the importance of accurate measuring in breads & quick breads. Use cake flour, pastry flour & bread flour in different baking projects. Discuss how the protein content of flour impacts the baked products structure. Compare dough/batter mixing methods. Prepare quick breads. **Week 2 & 3 : Difference in the leavening agents** *Teaching & Learning Actions:* Discuss commonly used leavening agents, and how it impacts the baked products. *Activities:* Differentiate between baking powder & baking soda. Prepare baked products using baking powder & baking soda Analyze the effect on the texture of the product. Participate in making baked products using different leavening agents. **Week 4 & 5 : Difference in the leavening agents** *Teaching & Learning Actions:* Discuss use of yeast in baked products and review different types of yeasts *Activities:* Differentiate between active dry yeast, instant rise yeast, and fresh yeast. Prepare baked products using different types of yeast. Analyze the effect on the texture of the product. Prepare variety of baked products using different types of leavening agents.
Experiences (virtual and live field trips)	• Guest Chef demonstrations. • Field trip to The Restaurant School at Walnut Hill
Resources	
Videos: • Ingredient temperature in Baking	

- **Measuring for Baking**
- **Intro to Yeast Breads**
- **Types of Yeast Breads**
- **Loaf of Bread**
- **Different types of yeast**
- **Baking Soda vs. Baking Powder**

Articles:

Baking Basic

Textbook:

- Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel, On Cooking: A Textbook of Culinary Fundamentals, Pearson, Sixth Edition 2019 **(Ch.30-34)**
- Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition.**(Ch.26, Ch.27, Ch.28)**

Pacing/ Time Frame:	25 class periods: 40 minutes per class period (ongoing)