

# Introduction to Culinary Arts Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

| <b>Lower Cape May Regional School District (Intro to Culinary Arts) Curriculum</b> |                                   |
|--|-----------------------------------|
| <b>Content Area: Culinary Arts</b>   |                                   |
| <b>Course Title: Intro to Culinary Arts</b>  | <b>Grade level: 9-10</b>          |
| Unit 1 Course overview. Safety Procedures  | 7-8 class periods                 |
| Unit 2 The Flow of Food: Cross Contamination                                       | 10 class periods                  |
| Unit 3 Safe and Sanitary Food Handling   | 22-23 class periods               |
| Unit 4 Identifying Fire Hazards  | 12-13 class periods               |
| Unit 5 Baking Overview   | 10 class periods                  |
| Unit 6 Basic Ingredients of Baked Goods  | 4 class periods                   |
| Unit 7 Sweetening Agents   | 5 class periods                   |
| Date Created: 5/8/20   | <b>Board Approved On: 5/28/20</b> |

| <b>Lower Cape May Regional School District (Intro to Culinary Arts ) Curriculum<br/>Unit 1 Overview</b>   |
|---|
| <b>Content Area: Culinary Arts</b>  |
| <b>Unit Title: Course Overview. Safety Procedures</b>   |
| <b>Target Course/Grade Level: 9-10</b>  |
| <b>Unit Summary:</b><br>Students will learn about what they will be discussing in this course. They will also review important safety procedures. |

**Interdisciplinary Connections:**

- Language Arts Literacy- Reading Text, Summarizing, Main Ideas
- Mathematics- Measurement, fractions, temperature/heat
- Science- effects of heat on a substance

**21st Century Themes, Skills, and Standards:**

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

| CPI #        | Cumulative Progress Indicators (CPI) for Unit   |
|--------------|---|
| 9.3.HT-RFB.1 | 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.   |
| 9.3.HT-RFB.2 | 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  |
| 9.3.HT-RFB.3 | 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in                                    |
| 9.3.HT-RFB.4 | 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.  |
| 9.3.HT-RFB.5 | 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities |
| 9.3.HT-RFB.6 | 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations  |

|  |   |
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| 9.3.HT-RFB.7   | 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance   |
| 9.3.HT-RFB.8   | 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services   |
| 9.3.HT-RFB.9   | 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.  |
| 9.3.HT-RFB.10  | 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.   |
| 9.4.12.CI.1  | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.  |
| 9.4.12.CI.2  | 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.   |
| 9.4.12.DC.3  | 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics  |
| <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What will be learned in Intro to Culinary Arts?</b></li> <li>● <b>What are safety procedures in the kitchen and why are they important?</b></li> </ul>                  | <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>Overview of course objectives</b></li> <li>● <b>Fire Drill Procedures</b></li> <li>● <b>Code C Procedures</b></li> <li>● <b>Career Opportunities</b></li> </ul>     |
| <p><b>Unit Objectives:</b><br/><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>Important classroom rules and procedures</b></li> <li>● <b>Career Opportunities that exist</b></li> <li>● <b>Safety Procedures</b></li> </ul> | <p><b>Unit Objectives:</b><br/><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>Explain rules and procedures</b></li> <li>● <b>Identify course objectives</b></li> <li>● <b>Understand safety procedures</b></li> </ul> |

**Lower Cape May Regional School District (Intro to Culinary Arts) Curriculum  
Unit 2 Overview**

**Content Area: Culinary Arts**

**Unit Title: The Flow of Food: Avoiding Cross Contamination**

**Target Course/Grade Level: 9-10**

**Unit Summary:**

- An exploration of safe and sanitary food handling.

**Interdisciplinary Connections:**

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- effects of heat on a substance

**21st Century Themes, Skills, and Standards:**

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

| <b>CPI #</b> | <b>Cumulative Progress Indicators (CPI) for Unit</b>   |
|--------------|--|
| 9.3.HT-RFB.1 | 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.  |
| 9.3.HT-RFB.2 | 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. |

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| 9.3.HT-RFB.3   | 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in  |
| 9.3.HT-RFB.4   | 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.  |
| 9.3.HT-RFB.5   | 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities           |
| 9.3.HT-RFB.6   | 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations  |
| 9.3.HT-RFB.7   | 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance   |
| 9.3.HT-RFB.8   | 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services   |
| 9.3.HT-RFB.9   | 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.  |
| 9.3.HT-RFB.10  | 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. |
| 9.4.12.CT.1  | 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.  |
| 9.4.12.DC.1  | 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.                |
| 9.4.12.DC.7  | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.        |
| 9.4.12.IML.5   | 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.   |
| <p><b>Unit Enduring Questions:</b></p> <p>What is the relationship between time and temperature in food preparation?</p> | <p><b>Unit Enduring Understandings:</b></p> <p>Students will understand the importance of temperature in food preparation.</p>                          |
| <p><b>Unit Objectives:</b></p> <p><i>Students will know....</i></p>  | <p><b>Unit Objectives:</b></p> <p><i>Students will be able to.....</i></p>  |

|   |   |
|---|---|
| <p>how to identify methods to avoid contamination</p> | <ul style="list-style-type: none"><li>● Use different temperature measuring devices</li><li>● Understand method to avoid time/temperature abuse</li></ul> |
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**Lower Cape May Regional School District (Intro to Culinary Arts) Curriculum  
Unit 3 Overview**

**Content Area: Culinary**

**Unit Title: Safe and Sanitary Food Handling**

**Target Course/Grade Level: 9-10**

**Unit Summary:**

Students will learn safe and sanitary food handling methods.

**Interdisciplinary Connections:**

- Language Arts Literacy- Reading and Summarizing
- Health- Personal hygiene
- Mathematics- Measurement, fractions, temperature/heat
- Science- affects of heat on a substance

**21st Century Themes, Skills, and Standards:**

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

| <b>Learning Targets</b> |   |
|-------------------------|---|
| <b>CPI #</b>            | <b>Cumulative Progress Indicators (CPI) for Unit</b>  |
| 9.3.HT-RFB.1            | 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.   |
| 9.3.HT-RFB.2            | 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  |
| 9.3.HT-RFB.3            | 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in  |
| 9.3.HT-RFB.4            | 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.  |
| 9.3.HT-RFB.5            | 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities           |
| 9.3.HT-RFB.6            | 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations  |
| 9.3.HT-RFB.7            | 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance   |
| 9.3.HT-RFB.8            | 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services   |
| 9.3.HT-RFB.9            | 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.  |
| 9.3.HT-RFB.10           | 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. |
| 9.4.12.CT.1             | 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.  |
| 9.4.12.DC.3             | 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.   |

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| 9.4.12.IML.7   | 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change  |
| <p><b>Unit Enduring Questions:</b></p> <p>What affects the safety of food?</p>                                       | <p><b>Unit Enduring Understandings:</b></p> <p>Students will learn the importance of, and demonstrate, correct safe food handling procedures.</p> <p>Students will be able to describe how food becomes contaminated.</p> <p>Students will identify major foodborne pathogens, their sources, resulting illnesses, symptoms and prevention.</p>  |
| <p><b>Unit Objectives:</b><br/> <i>Students will know....</i><br/>           About the importance of food safety</p> | <p><b>Unit Objectives:</b><br/> <i>Students will be able to.....</i><br/>           Students will understand the importance of the Serv Safe program.</p> <p>Students will be able to identify HACCP principles.</p> <p>Students will demonstrate correct laboratory procedures.</p> <p>Students will understand the difference between cleaning and sanitizing.</p> <p>Students will practice good grooming and personal hygiene habits</p> |

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| <p><b>Lower Cape May Regional School District (Intro to Culinary Arts) Curriculum<br/>           Unit 4 Overview</b></p> |
| <p><b>Content Area: Culinary Arts</b></p>  |
| <p><b>Unit Title:</b> Fire Hazards</p>   |
| <p><b>Target Course/Grade Level: 9-10</b></p>  |
| <p><b>Unit Summary:</b></p>  |

In this unit students will learn about fire hazards and how they can be prevented.

**Interdisciplinary Connections:**

- Health- Sanitation
- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- affects of heat on a substance

**21st Century Themes, Skills, and Standards:**

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

| <b>CPI #</b> | <b>Cumulative Progress Indicators (CPI) for Unit</b>  |
|--------------|---|
| 9.3.HT-RFB.1 | 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.   |
| 9.3.HT-RFB.2 | 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  |
| 9.3.HT-RFB.3 | 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in                                    |
| 9.3.HT-RFB.4 | 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.  |
| 9.3.HT-RFB.5 | 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities |
| 9.3.HT-RFB.6 | 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations  |

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| 9.3.HT-RFB.7  | 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance  |
| 9.3.HT-RFB.8  | 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services  |
| 9.3.HT-RFB.9  | 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.   |
| 9.3.HT-RFB.10   | 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.  |
| 9.4.12.CT.1   | 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.   |
| 9.4.12.CT.5   | 9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.   |
| 9.4.12.TL.4   | 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.  |
| <p><b>Unit End Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How can kitchen accidents and fire hazards be prevented?</li> </ul>                                 | <p><b>Unit Enduring Understandings:</b></p> <p>Controlling fires by using fire alarms and extinguishers</p> <ul style="list-style-type: none"> <li>● Identifying common accidents and injuries</li> <li>● Using safety guidelines for preventing accidents and injuries</li> <li>● First aid and emergency procedures</li> <li>● The role of OSHA</li> </ul> |
| <p><b>Unit Objectives:</b></p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Safety guidelines</li> <li>● First aid and emergency procedures</li> </ul> | <p><b>Unit Objectives:</b></p> <p><i>Students will be able to.....</i></p> <p>Students will practice safety guidelines to prevent accidents and injuries</p> <p>Students will describe first aid and emergency procedures and the role of OSHA</p>   |

**Unit 5 Overview**

**Content Area: Culinary Arts**

**Unit Title: Baking Overview**

**Target Course/Grade Level: 9-10**

**Unit Summary:**

An exploration of basic baking premises.

**Interdisciplinary Connections:**

- Language Arts Literacy- Reading Cookbooks
- Health- Safety and Hazard
- Mathematics- Measurement, fractions, temperature/heat
- Science- effects of heat on a substance

**21st Century Themes, Skills, and Standards:**

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

**CPI #**

**Cumulative Progress Indicators (CPI) for Unit**

9.3.HT-RFB.1

9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.

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| 9.3.HT-RFB.2  | 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  |
| 9.3.HT-RFB.3  | 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in  |
| 9.3.HT-RFB.4  | 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.  |
| 9.3.HT-RFB.5  | 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities   |
| 9.3.HT-RFB.6  | 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations  |
| 9.3.HT-RFB.7  | 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance   |
| 9.3.HT-RFB.8  | 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services   |
| 9.3.HT-RFB.9  | 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.  |
| 9.3.HT-RFB.10   | 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.                                     |
| 9.4.12.CI.2   | 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.   |
| 9.4.12.DC.4   | 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.            |
| <b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• What is baking?</li> </ul> | <b>Unit Enduring Understandings:</b> <p>Students will be able to identify the skills and knowledge required in this course</p> <p>Students will identify a potential career opportunity</p> |
| <b>Unit Objectives:</b><br><i>Students will know....</i>  | <b>Unit Objectives:</b><br><i>Students will be able to.....</i>   |

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| <ul style="list-style-type: none"><li>● Baking Basics</li><li>● What is baking?</li><li>● What career opportunities exist in baking</li></ul> | <ul style="list-style-type: none"><li>● Identify baking basics</li></ul> |
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**Lower Cape May Regional School District (Intro to Culinary Arts) Curriculum  
Unit 6 Overview**

**Content Area: Culinary Arts**

**Unit Title: Functions of basic ingredients in baked goods**

**Target Course/Grade Level: 9-10**

**Unit Summary:**

An exploration of the basic ingredients in baked goods.

**Interdisciplinary Connections:**

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- contamination and cross-contamination

**21st Century Themes, Skills, and Standards:**

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

### Learning Targets

| CPI #   | Cumulative Progress Indicators (CPI) for Unit   |
|---|---|
| 9.3.HT-RFB.1  | 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.   |
| 9.3.HT-RFB.2  | 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  |
| 9.3.HT-RFB.3  | 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in  |
| 9.3.HT-RFB.4  | 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.  |
| 9.3.HT-RFB.5  | 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities           |
| 9.3.HT-RFB.6  | 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations  |
| 9.3.HT-RFB.7  | 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance   |
| 9.3.HT-RFB.8  | 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services   |
| 9.3.HT-RFB.9  | 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.  |
| 9.3.HT-RFB.10   | 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. |
| 9.4.12.CI.1   | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.  |
| 9.4.12.IML.3  | 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.                          |
| <b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>● What are the functions of ingredients of baked goods?</li> </ul> | <b>Unit Enduring Understandings:</b> <p>Students will understand the basic ingredients in baked goods and their function</p>                            |

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| <ul style="list-style-type: none"> <li>● What are the various types of flours?</li> </ul>   |   |
| <p><b>Unit Objectives:</b><br/><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● The basic ingredients in baked goods</li> </ul> | <p><b>Unit Objectives:</b><br/><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Use the basic ingredients in baked goods correctly</li> <li>● Understand the purpose of these basic ingredients</li> </ul> |

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| <p><b>Lower Cape May Regional School District (Intro to Culinary Arts) Curriculum<br/>Unit 7 Overview</b></p>  |
| <p><b>Content Area: Culinary Arts</b></p>  |
| <p><b>Unit Title:</b> Sweetening Agents. Fats, Oils, Eggs</p>  |
| <p><b>Target Course/Grade Level: 9-10</b></p>  |
| <p><b>Unit Summary:</b><br/>An exploration of sweetening agents, fats, oils, and eggs.</p>   |
| <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Language Arts Literacy- Reading and summarizing</li> <li>● Health- Food fat content/ calories</li> <li>● Mathematics- Measurement, fractions, temperature/heat</li> <li>● Science- Sensory Perception</li> </ul>   |
| <p><b>21st Century Themes, Skills, and Standards:</b></p> <ul style="list-style-type: none"> <li>● Link <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></li> <li>● Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment</li> <li>● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.</li> </ul> |

| <b>Learning Targets</b> |   |
|-------------------------|---|
| <b>CPI #</b>            | <b>Cumulative Progress Indicators (CPI) for Unit</b>  |
| 9.3.HT-RFB.1            | 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.   |
| 9.3.HT-RFB.2            | 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  |
| 9.3.HT-RFB.3            | 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in                                    |
| 9.3.HT-RFB.4            | 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.  |
| 9.3.HT-RFB.5            | 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities |
| 9.3.HT-RFB.6            | 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations  |
| 9.3.HT-RFB.7            | 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance                                       |
| 9.3.HT-RFB.8            | 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services                               |

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| 9.3.HT-RFB.9   | 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.   |
| 9.3.HT-RFB.10  | 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.  |
| 9.4.12.DC.4  | 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.   |
| 9.4.12.DC.7  | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.   |
| <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>How does the addition of sweeteners, fats, oils and eggs affect the grain, texture, crumb, crust and flavor of dough?</li> </ul>   | <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will be able to Discuss different types of sweeteners</li> <li>Students will be able to Identify the baking properties of fats and oils</li> <li>Students will be able to Describe how to purchase, store and use eggs in baked goods</li> </ul> |
| <p><b>Unit Objectives:</b><br/><i>Students will know....</i></p> <p>different types of sweeteners</p> <ul style="list-style-type: none"> <li>baking properties of fats and oils</li> <li>how to purchase, store and use eggs in baked goods</li> </ul> | <p><b>Unit Objectives:</b><br/><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>Students will be able to correctly use eggs, fats, and oils.</li> </ul>   |

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

Define vocabulary terms  
 Participation in lecture/guided discussion  
 Lab experience with recipes  
 Teacher observation

**Summative Assessment Utilized throughout Units:**

- Tests
- Benchmarks
- Labs

**Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:  
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

**Project-based Learning Tasks:**

- Labs/ Cooking experiences

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum.

**Resources:**

- Applicable Culinary Arts textbook, resources used in cooking activities, and live presentations

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

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| <b>Varied journal prompts, spelling or vocabulary lists</b> | Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.   |
| <b>Anchor activities</b>                                    | Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals. |
| <b>Choices of books</b>                                     | Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.  |
| <b>Choices of review activities</b>                         | Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).  |
| <b>Homework options</b>                                     | Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.   |

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| <b>Student-teacher goal setting</b>                                     | The teacher and student work together to develop individual learning goals for the student.  |
| <b>Flexible grouping</b>  | Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.   |
| <b>Varied computer programs</b>   | The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.   |
| <b>Multiple Intelligence or Learning Style options</b>                  | Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)  |
| <b>Varying scaffolding of same organizer</b>                            | Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.  |
| <b>Think-Pair-Share by readiness, interest, and/or learning profile</b> | Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.   |
| <b>Mini workshops to re-teach or extend skills</b>                      | A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.  |
| <b>Orbitals</b>   | Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.  |
| <b>Games to practice mastery of information and skill</b>               | Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.  |
| <b>Multiple levels of questions</b>                                     | Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.) |

| <b>High Prep Strategies (add to list as needed)</b> |  |
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| <b>Cubing</b>                                       | Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.  |
| <b>Tiered assignment/ product</b>                   | The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.  |
| <b>Independent studies</b>                          | Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.  |
| <b>4MAT</b>   | Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas  |
| <b>Jigsaw</b>                                       | Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there. |
| <b>Multiple texts</b>                               | The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.   |
| <b>Alternative assessments</b>                      | After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).   |
| <b>Modified Assessments</b>                         | Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs.   |

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|   | open ended) or by asking only the truly essential questions.   |
| <b>Learning contracts or Personal Agendas</b>                     | A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.   |
| <b>Compacting</b>   | This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).  |
| <b>Literature circles</b>   | Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.   |
| <b>Learning Centers</b>   | A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.  |
| <b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b> | The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete. |
| <b>Curriculum development Resources/Instructional Materials:</b>  |  |
| N/A   |  |
| <b>Board of Education Approved Text(s)</b>                        |  |

- Culinary Arts textbook