

**CAREER AND TECHNICAL EDUCATION (CTE)
GRADES 11/12 – CULINARY ARTS 3**

BOARD APPROVAL DATE: September 2020

BOARD ADOPTION OF STATE STANDARDS: September 2020

Unit Overview (Standards Coverage)				
Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<ul style="list-style-type: none"> 9.2.12.CAP.2 9.4.12.CT.4 LA.RL.11-12 MA.N-RN 	Health and Wellness FCCLA Food Safety/Sanitation ServSafe certification Food Inventory process	<ul style="list-style-type: none"> concepts of health and wellness leadership project work in FCCLA ServSafe certification 	10-12 Weeks
Unit 2	<ul style="list-style-type: none"> 9.4.12.CI.1 9.4.12.CT.1 LA.RL.11-12 MA.N-RN 	Nutritious Meal Planning Yeast Dough Holiday Baking FCCLA Food Marketing Project Health and Wellness project	<ul style="list-style-type: none"> large dinner planning/preparation advanced yeast dough techniques planning a FCCLA food marketing project Health and Wellness project development 	10-12 Weeks
Unit 3	<ul style="list-style-type: none"> 9.4.12.CI.2 9.4.12.CAP.2 LA.RL.11-12 MA.N-RN 	Job Shadow Career pathways FCCLA Food Innovations project presentation Cultural Diversity	<ul style="list-style-type: none"> Job Shadow experience culinary career pathways advanced cooking techniques culinary cultural diversity project presentation: FCCLA Food Innovations 	10-12 Weeks
Unit 4	<ul style="list-style-type: none"> 9.4.12.CI.3 9.4.12.TL.3 LA.RL.11-12 MA.N-RN 	Health and Wellness Kitchen Design Advanced food prep techniques	<ul style="list-style-type: none"> presentation of Health and Wellness project designing a kitchen layout advanced food preparation techniques 	10-12 Weeks

This document outlines in detail the answers to following four questions:

1. What do we want our students to know?
2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they did learn it?

Unit 1 CONTENT GRADE/COURSE		
Content & Practice Standards (write in full)	Suggested Standards for ELA Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">9.2.12.CAP2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	<ul style="list-style-type: none">LA.RL.11-12: Reading Literature, Craft and Structure, Writing, Research, Knowledge of LanguageMA.N-RN: Quantities, Measurement, Add, Subtract, Multiply	<ul style="list-style-type: none">Health and Wellnesskitchen safety and sanitationServSafe certificationkitchen equipment and measuring techniquesbaking yeast dough recipes
Unit 1 CONTENT GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
This unit will cover chapter activities in Family, Career and Community Leaders of America (FCCLA); project planning; foodservice safety and sanitation regulations; ServSafe certification; food inventory and receiving standards.	Pearson. Culinary Essentials, Johnson & Wales University 2015 McGraw Hill Glencoe. The Professional Chef, the Culinary Institute of America 2010 The Goodheart-Willcox Company, Inc. The Culinary Professional 2010 National Restaurant Assoc. ServSafe Food Handler certification course	
UNDERSTANDINGS		
Students will identify and demonstrate professional safety and sanitation management skills; identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP; determine set standards for ordering, receiving, storing and handling of food according to safe food guidelines to be applied to the culinary arts program. Complete the National Restaurant Association’s ServSafe Food Handler certification.		
Students will know...	Students will be able to...	
<ul style="list-style-type: none">National, state and local standards for food service operation mandate a thorough understanding and effective management application of safety and sanitation measures.Professional ethics and community interaction are necessary for the success of a foodservice operation	<ul style="list-style-type: none">Work in a kitchen utilizing proper measuring, safety and sanitation practicesIdentify the regulatory agencies for food service operationsComplete the ServSafe certification course	

Stage 2 – Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Graphic organizer describing the five steps involved in receiving food. • First In, First Out slide presentation • ServSafe Food Handler certification exam • FCCLA State Leadership project planning sheet – in beginning stages 	Other Evidence (Alternate Assessments): <ul style="list-style-type: none"> - Quizzes and Tests - Classroom discussion participation - Teacher observation of classroom assignments/activities
Stage 3 – Learning Plan	
PROGRESS MONITORING What are the management guidelines and practices for Servsafe and HACCP governed foodservice operations for preparing and serving safe food? How does the level of management expertise affect the positive and negative outcomes in relation to preparing safe food? What is the role of the food service manager in maintaining a safe workplace and setting standards for the operating procedures of a food service facility? What regulatory agencies would be a reliable source for developing professional ethics in food service facility management? How does community service learning impact the development of a professional persona? What is the role of the FCCLA Project Planning Sheet and how is it used in project planning?	
Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented	
Students <ul style="list-style-type: none"> • Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion. • Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons. • Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. 	

Gifted & Talented:

Provide more challenging projects to evaluate and compare. Allow students to mentor others in completion of ServSafe certification and graphic organizer. Allow students to take a lead role to organize inventory.

Tier I:

Allow students to take a lead role to organize inventory.

Tier II:

Allow students to access specific online resources to research inventory procedures.

Tier III:

Provide access to notes. Partner with a more advanced student as a mentor.

ELL:

Provide an inventory template to complete. Partner with a peer. Design assignments to be completed in small groups, break topics down into smaller segments, check for understanding often.

504s:

Accommodating based on recommendations in 504. Ability for notes and lessons to be unplugged, select grouping, etc. Additionally, 504 students will be grouped into appropriate tiers and receive those additional accommodations.

SPED:

Accommodations will be provided according to specifics noted in IEP. Examples: preferential seating, extra time to complete assignments and quizzes, read quiz aloud, copy of notes. Additionally, SPED students will be grouped into appropriate tiers and receive those additional accommodations.

Unit 2 CONTENT GRADE/COURSE		
Content & Practice Standards	Suggested Standards for ELA Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">LA.RL.11-12: Reading Literature, Craft and Structure, Writing, Research, Knowledge of LanguageMA.N-RN: Quantities, Measurement, Add, Subtract, Multiply	<ul style="list-style-type: none">large dinner planning/preparationadvanced baking techniquesplanning a large food marketing projectHealth and Wellness project development
Unit 2 CONTENT GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
This unit will cover advanced food preparation; food ordering and inventory; planning and completion of an FCCLA STAR National project; Health and Wellness: partner with high school health teachers to develop an instructional tool such as a game, to review Health and Wellness concepts.	Pearson. Culinary Essentials, Johnson & Wales University 2015 McGraw Hill Glencoe. The Professional Chef, the Culinary Institute of America 2010 The Goodheart-Willcox Company, Inc. The Culinary Professional 2010	
UNDERSTANDINGS		
Students will identify and demonstrate professional safety and sanitation management skills; identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP; determine set standards for ordering, receiving, storing and handling of food according to safe food guidelines to be applied to the culinary arts program. The students will apply the FCCLA Process Planning Sheet to plan their food marketing project and model professionalism and good citizenship through community service learning and FCCLA leadership events. Students will model these planning skills in developing a Health and Wellness instructional tool.		
Students will know...	Students will be able to...	
<ul style="list-style-type: none">Professional ethics and community interaction are necessary for the success of a foodservice operationHow to use the FCCLA Planning Process Worksheet to identify the steps of creating a projectFood inventory procedures and how to set up a food order formHow to plan an innovative instructional tool	<ul style="list-style-type: none">Work in a kitchen utilizing proper measuring, safety and sanitation practicespreparing advanced baking food recipesPlan an innovative instructional tool	
Stage 2 – Assessment Evidence		

Performance Tasks: <ul style="list-style-type: none"> • FCCLA Spring Leadership project planning sheet – in middle stages • Completion of Health and Wellness instructional tool • Lab evaluation 	Other Evidence (Alternate Assessments): <ul style="list-style-type: none"> - Quizzes and Tests - Classroom discussion participation - Teacher observation of classroom assignments/activities
Stage 3 – Learning Plan	
PROGRESS MONITORING How does community service learning impact the development of a professional persona? What principles are involved when planning a large dinner? What is the role of the FCCLA Project Planning Sheet and how is it used in project planning? What is a mirepoix and what is the advantage of using a sachet when cooking soup? What are the guidelines to follow when using yeast in a product? What is the importance of food presentation in a food service operation?	
Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented	
Students <ul style="list-style-type: none"> • Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion. • Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons. • Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. 	
Gifted & Talented: Allow students to take lead in presentation of final Health and Wellness project.	
Tier I: Allow students to choose their level of participation in Health and Wellness project. Offer alternative project as needed.	

Tier II:

Allow students to view completed projects online to gather ideas.

Tier III:

Allow students to work in a group but assign each role.

ELL:

Provide a resource of a sample Health and Wellness learning tool. Partner with a peer. Design assignments to be completed in small groups, break topics down into smaller segments, check for understanding often.

504s:

Accommodating based on recommendations in 504. Ability for notes and lessons to be unplugged, select grouping, etc. Additionally, 504 students will be grouped into appropriate tiers and receive those additional accommodations.

SPED:

Accommodations will be provided according to specifics noted in IEP. Examples: preferential seating, extra time to complete assignments and quizzes, read quiz aloud, copy of notes. Additionally, SPED students will be grouped into appropriate tiers and receive those additional accommodations.

Unit 3 CONTENT GRADE/COURSE		
Content & Practice Standards	Suggested Standards for ELA Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">9.4.12.CI.2: Identify career pathways that highlight personal talents,skills, and abilities.9.4.12.CAP.2: Develop college and career readiness skills by participation in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	<ul style="list-style-type: none">LA.RL.11-12: Reading Literature, Craft and Structure, Writing, Research, Knowledge of LanguageMA.N-RN: Quantities, Measurement, Add, Subtract, Multiply	<ul style="list-style-type: none">Job Shadow experienceculinary career pathwaysadvanced cooking techniquesculinary cultural diversityproject development: FCCLA Food Innovations
Unit 3 CONTENT GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
This unit will cover advanced food preparation; food ordering and inventory; exploring culinary diversity; completion of a FCCLA STAR national project; Job Shadow: partner with the high school cafeteria manager to explore the different roles in a food service operation and develop work ready skills.	Pearson. Culinary Essentials, Johnson & Wales University 2015 McGraw Hill Glencoe. The Professional Chef, the Culinary Institute of America 2010 The Goodheart-Willcox Company, Inc. The Culinary Professional 2010	
UNDERSTANDINGS		
Students will identify and demonstrate professional safety and sanitation management skills; identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP; determine set standards for ordering, receiving, storing and handling of food according to safe food guidelines to be applied to the culinary arts program. Job Shadow: partner with the high school cafeteria workers to develop work ready skills and identify career pathways; apply the FCCLA Process Planning Sheet to plan their projects and model professionalism and good citizenship through community service learning and FCCLA leadership events.		
Students will know...	Students will be able to...	
<ul style="list-style-type: none">Professional ethics and community interaction are necessary for the success of a foodservice operationHow to use the FCCLA Planning Process Worksheet to identify the steps of creating a projectFood inventory procedures and how to set up a food order	<ul style="list-style-type: none">Work in a kitchen utilizing proper measuring, safety and sanitation practicesprepare advanced food recipescomplete a job shadow assignment and identify work-ready skills	

form - The various roles in a food service operation - Advanced cooking techniques	
Stage 2 – Assessment Evidence	
Performance Tasks: - Work in a kitchen utilizing proper measuring, safety and sanitation practices - Baked advanced food recipes - Job Shadow to identify work-ready skills	Other Evidence (Alternate Assessments): - Quizzes and Tests - Classroom discussion participation - Teacher observation of classroom assignments/activities
Stage 3 – Learning Plan	
<p>PROGRESS MONITORING</p> <p>How does community service learning impact the development of a professional persona?</p> <p>What principles are involved when planning monthly lunch menus?</p> <p>What is the role of the FCCLA Project Planning Sheet and how is it used in project planning?</p> <p>What are the different roles in a food service operation?</p> <p>What are the work ready skills required to work in a food service operation?</p>	
Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented	
<p>Students</p> <ul style="list-style-type: none"> • Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion. • Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons. • Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. 	

Gifted & Talented:

Allow student to take leadership role in organizing job shadowing calendar and perform follow up with cafeteria manager. Document all time cards and review reflection pieces.

Tier I:

Allow students to choose their role in job shadowing. Encourage them to analyze the roles in depth.

Tier II:

Allow students to analyze Restaurant Association videos of the workplace and the different roles.

Tier III:

Allow students to work with a mentor on the job shadow project.

ELL:

Partner with a peer. Design assignments to be completed in small groups, break topics down into smaller segments, check for understanding often.

504s:

Accommodating based on recommendations in 504. Ability for notes and lessons to be unplugged, select grouping, etc. Additionally, 504 students will be grouped into appropriate tiers and receive those additional accommodations.

SPED:

Accommodations will be provided according to specifics noted in IEP. Examples: preferential seating, extra time to complete assignments and quizzes, read quiz aloud, copy of notes. Additionally, SPED students will be grouped into appropriate tiers and receive those additional accommodations.

Unit 4 ELA GRADE/COURSE		
Content & Practice Standards	Suggested Standards for ELA Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.	<ul style="list-style-type: none">LA.RL.11-12: Reading Literature, Craft and Structure, Writing, Research, Knowledge of LanguageMA.N-RN: Quantities, Measurement, Add, Subtract, Multiply	<ul style="list-style-type: none">kitchen layout and designpresentation skills: Health and Wellness instructional tooladvanced food preparation techniques
Unit 4 ELA GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
This unit will cover advanced food preparation; food ordering and inventory; the completion of an FCCLA STAR National project; presentation the Health and Wellness project to students.	Pearson. Culinary Essentials, Johnson & Wales University 2015 McGraw Hill Glencoe. The Professional Chef, the Culinary Institute of America 2010 The Goodheart-Willcox Company, Inc. The Culinary Professional 2010	
UNDERSTANDINGS		
Students will identify and demonstrate professional safety and sanitation management skills; identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP; determine set standards for ordering, receiving, storing and handling of food according to safe food guidelines to be applied to the culinary arts program. The students will apply the FCCLA Process Planning Sheet to plan their projects and model professionalism and good citizenship through community service learning and FCCLA leadership events.		
Students will know...	Students will be able to...	
<ul style="list-style-type: none">Professional ethics and community interaction are necessary for the success of a foodservice operationHow to use the FCCLA Planning Process Worksheet to identify the steps of creating a projectadvanced cooking techniques including risotto and braised beef	<ul style="list-style-type: none">Work in a kitchen utilizing proper measuring, safety and sanitation practiceswork with advanced food recipespresent Health and Wellness instructional tool	
Stage 2 – Assessment Evidence		

<p>Performance Tasks: What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</p> <p>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p>	<p>Other Evidence (Alternate Assessments): What other means of assessment will be used throughout this unit?</p>
Stage 3 – Learning Plan	
<p>PROGRESS MONITORING How does community service learning impact the development of a professional persona? What is the role of the FCCLA Project Planning Sheet and how is it used in project planning? What is the best way to introduce a new lesson? What is the difference between a glaze and a sauce?</p>	
Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented	
<p>Students</p> <ul style="list-style-type: none"> • Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion. • Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons. • Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. 	
<p>Gifted & Talented: Use the Health and Wellness learning tool to instruct classes. Present the FCCLA STAR project to classes.</p>	
<p>Tier I: Assist with Health and Wellness class instruction and FCCLA STAR event presentation.</p>	
<p>Tier II: Provide support to projects; review online projects of similar subjects.</p>	

Tier III:

Work with more advanced student on the projects.

ELL:

Partner with a peer. Design assignments to be completed in small groups, break topics down into smaller segments, check for understanding often.

504s:

Accommodating based on recommendations in 504. Ability for notes and lessons to be unplugged, select grouping, etc. Additionally, 504 students will be grouped into appropriate tiers and receive those additional accommodations.

SPED:

Accommodations will be provided according to specifics noted in IEP. Examples: preferential seating, extra time to complete assignments and quizzes, read quiz aloud, copy of notes. Additionally, SPED students will be grouped into appropriate tiers and receive those additional accommodations.