Culinary 1

Revised UBD Curriculum
Egg Harbor Township High School
Family and Consumer Science Department

CTE

Career and Technical Education

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Coordinated By: Dr. Carmelita Graham

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *"stuff"* upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one

and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Culinary I - Power Standards

Standard Number	Standard
Marking Period 1	
CRP1	Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good
MA.9-12.N-Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
12.9.3.HT-TT.4	Assess the potential hazards related to multiple environments, and recommend safety, health and security measures for travelers.
12.9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
Marking Period 2	
LA.11-12.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CRP4	Communicate clearly and effectively and with reason.Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
12.9.3.HT-RFB.7	Utilize technical resources for food service and beverage operations to update or enhance present practice.
Marking Period 3	
12.9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
12.9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
12.9.3.HT-RFB.8	Implement standard operating procedures to food and beverage production and guest service.
Marking Period 4	

CRP2	Apply appropriate academic and technical skills.Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
12.9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
CRP9	Model integrity, ethical leadership and effective management.Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Unit Name: Culinary Arts I Marking Period 1

Author: Egg Harbor Township High School Consumer Science Department

MARKING PERIOD I

Subject: **Intro to Culinary Arts 1**

Country: **USA**

Course/Grade: **Foods 1**

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

This unit will cover Food Borne Illness, Kitchen Safety, Nutrition, measuring, kitchen equipment. Students will learn the different nutrients, the benefits of them and the importance of safety and sanitation rules for the kitchen. Students will begin working in food labs working with quick breads and fruit recipes.

UNIT RESOURCES

The Goodheart-Wilcox Company, Inc. *Guide to Good Food* 2008

Prentice Hall. *The World of Food* 1990

Bobbs, Merrill. *Joy of Cooking* 2006

Golden. *Betty Crocker's Cookbook* 1995

Conde Nast. *Bon appetit* magazines

Internet Resource Links:

www.food.com

www.nutritiondata.com

www.nutrition.com

www.allrecipes.com

www.foodnetwork.com

www.bettycrocker.com/recipes

www.wholefoodsmarket.com/recipes

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will be able to develop an awareness and appreciation of the safe and sanitary practices to use when handling food and care of the equipment in the lab, home and on the job. Students will explain proper nutrition, nutrients and My Plate. Students will explain the keys to preventing food borne illnesses. Students will demonstrate

proper measuring techniques. Students will demonstrate ability to work in a group and produce simple recipes.

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

NJCCS AGRI 9-12.9.4.12.A.11,12,13,16,17: Employ critical thinking skills (analyze, synthesize and evaluate) independently and in teams to solve problems and make decisions.

NJCCS AGRI 9-12.9.4.12.A.36 : Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working condition and environments.

NJCCS AGRI 9-12.9.4.12.A.38: Identify emergency procedures that are necessary to provide aid in workplace accidents

NJCCS AGRI 9-12.9.4.12.A.43: Identify and assess types and sources of workplace hazards common to this cluster in order to demonstrate a working understanding of key health and safety concerns.

NJCCS MA 9-12.HSN-Q.1: Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas.

WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

WORK 9-12.9.1.12.1: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

WORK 9-12.9.1.12.A.1: Apply critical thinking and problem solving strategies during structured learning experiences.

WORK 9-12.9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

RST.11-12.4.9.3.12.C: Workplace Safety

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making

LA.11-12.CCSS-ELA- Literacy.WHST.11-12.2b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.CCSS.ELA-Lieracy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiements or technical processes.

LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focauing on addressing what is most significant for a specific purpose and audience.

CCSS.Math.Content.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

ENDURING UNDERSTANDINGS

Students will understand …

- *proper nutrition, nutrients and how to utilize My Plate guidelines*
- *the keys to preventing food borne illnesses*
- *proper measuring techniques and kitchen safety practices*
- *how to work in a group and share the responsibilities in a kitchen*

ESSENTIAL QUESTIONS

Why do you think it is important to follow dietary guidelines?

What are the benefits of good nutrition?

How can you influence others to follow MyPlate Guidelines?

What are the guidelines to follow to prevent kitchen hazards?

Why is it important to use proper measuring techniques and kitchen utensils when following a recipe?

Why are proper table manners important?

What is the rising agent in a quick bread?

What are the different fruit classifications?

KNOWLEDGE AND SKILLS

Students will know…

- *How to follow the MyPlate guidelines*
- *How to identify different safety and sanitation guidelines in the kitchen*
- *How to work in a kitchen group*

Students will be able to…

- *Work in a kitchen group utilizing proper measuring, safety and sanitation practices*
- *Demonstrate proper table manners*
- *Follow a recipe containing complex cooking terminology*
- *Prepare a quick bread recipe*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments

- Safety skit presentation
- Kitchen Safety and food borne illness activities
- Measuring activities and worksheet
- Kitchen equipment activities
- Completion of labs

OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

STAGE THREE

LEARNING PLAN

Activities

- Activity 1: Read story of "Picnic Disaster" and review questions about food borne illness.
- Activity 2: Choice activity to present to class: write a newspaper article about a real life example of food poisoning or design a poster explaining a teacher assigned food borne illness
- Activity 3: Group activity: read "A Concerned Stomach" and complete related activity
- Activity 4: View Video: *Food Safety* and discuss
- Activity 5: Intro kitchen safety concepts with "Signs of Safety" scenarios
- Activity 6: Group work: Safety Charades
- Activity 7: View Video: *Kitchen Safety* and discuss
- Activity 8: Play safety game to review key concepts
- Activity 9: Intro Nutrition with Food Guide Pyramid Power Point presentation
- Activity 10: Discussion: Serving sizes, portion control and food groups
- Activity 11: View NBC Learn video: *Labeling*
- Activity 12: Discuss and show examples of Nutrition Facts package labels
- Activity 13: Nutrition Facts activity – groups rotate to different tables and analyze nutritional content of food of each box
- Activity 14: Nutrition Alphabet activity – come up with a physical activity and a healthy food item for every letter of the alphabet
- Activity 15: Teacher demonstration – measuring (make biscuits)
- Activity 16: Measuring activity worksheet
- Activity 17: Video: Kitchen math and worksheet
- Activity 18: Reading a recipe activity, understanding the parts of a recipe
- Activity 19: Review job assignments in the kitchen, fill in rotation charts, write first recipe in notebooks
- Activity 20: Lab: Cornbread
- Activity 21: Video: *Good Eats The Dough Also Rises* (biscuits)
- Activity 22: Small equipment identification worksheet
- Actitity 23: Preparation terms, Serving a Meal on time
- Activity 24: Lab: Banana Bread
- Activity 25: Video: *Quick Breads* – answer questions after
- Activity 26: Characteristics of Quick Breads review sheet and Functions of Ingredients sheet
- Activity 27: Lab: Blueberry Muffins
- Activity 28: Fruit Classification Power Point, students take notes
- Activity 29: Lab: Apple Crisp
- Activity 30: Cooking Terms Bingo
- Activity 31: Lab: Garlic Cheese Biscuits
- Activity 32: Video: *Good Eats Blueberries*
- Activity 33: Lab: Peach Cobbler

The Goodheart-Wilcox Company, Inc. *Guide to Good Food* 2008

Other resources as listed above.

How will progress be monitored?

Formative Assessments
Classwork, observation of group cooperation and interaction, participation in classroom discussion, lab work and Pre-Test.

Summative Assessments
Tests, Quizzes, recipe notebook, and Benchmark assessment

Unit Name: Culinary Arts I Marking Period 2

Author: Egg Harbor Township High School Consumer Science Department

MARKING PERIOD 2

Subject: **Baking, Vegetables, Cakes**

Country: **USA**

Course/Grade: **Culinary Arts I**

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

This unit will cover baking concepts including the different types of cookies and types of cakes. Students will give a demonstration of baking a cake. Students will understand the different vegetable classifications and how to cook with vegetables.

UNIT RESOURCES

The Goodheart-Wilcox Company, Inc. *Guide to Good Food* 2008

Prentice Hall. *The World of Food* 1990

Bobbs, Merrill. *Joy of Cooking* 2006

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www.bettycrocker.com/recipes

www.wholefoodsmarket.com/recipes

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will be able to develop an awareness and appreciation of the safe and sanitary practices to use when handling food and care of the equipment in the lab, home and on the job. Students will explain baking concepts for

cookies and cakes. Students will give a demonstration of baking a cake. Students will explain the key points to cooking vegetables. Students will demonstrate ability to work in a group and produce simple recipes.

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

NJCCS AGRI 9-12.9.4.12.A.11,12,13,16,17: Employ critical thinking skills (analyze, synthesize and evaluate) independently and in teams to solve problems and make decisions.

NJCCS AGRI 9-12.9.4.12.A.36 : Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working condition and environments.

NJCCS AGRI 9-12.9.4.12.A.38: Identify emergency procedures that are necessary to provide aid in workplace accidents

NJCCS AGRI 9-12.9.4.12.A.43: Identify and assess types and sources of workplace hazards common to this cluster in order to demonstrate a working understanding of key health and safety concerns.

NJCCS MA 9-12.HSN-Q.1: Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas.

WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

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WORK 9-12.9.1.12.A.1: Apply critical thinking and problem solving strategies during structured learning experiences.

WORK 9-12.9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

RST.11-12.4.9.3.12.C: Workplace Safety

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making

LA.11-12.CCSS-ELA- Literacy.WHST.11-12.2b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focauing on addressing what is most significant for a specific purpose and audience.

CCSS.Math.Content.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

ENDURING UNDERSTANDINGS

Students will understand …

- *The different types of cookies and how to bake them*
- *How to give a demonstration to the class*
- *The different types of cakes*
- *Vegetable classifications and how to cook vegetables*
- *how to work in a group and share the responsibilities in a kitchen*

ESSENTIAL QUESTIONS

What are the characteristics of the six different types of cookies?

What are the baking guidelines for the different types of cookies?

What are the different types of cakes?

What are the steps to take to prepare for a class demonstration?

What are the different vegetable classifications?

What are some different ways to incorporate vegetables into your daily diet?

What are the benefits of eating vegetables?

What are the guidelines for buying fresh vegetables?

What are the guidelines to cook vegetables for the best results?

KNOWLEDGE AND SKILLS

Students will know…

- *how to bake cookies and cakes*

- *how to shop for a cook vegetables*
- *How to work in a kitchen group*

Students will be able to…
- *Work in a kitchen group utilizing proper measuring, safety and sanitation practices*
- *Demonstrate proper table manners*
- *Follow a recipe containing complex cooking terminology*
- *Prepare cookie, cake and vegetable recipes*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments
- Cookie video
- Cookie demonstration
- Cake steps activity
- Vegetable poster
- Completion of labs

OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

STAGE THREE

LEARNING PLAN

Activities
- Activity 1: Review different types of cookies, name cookie recipes for each category
- Activity 2: Lab: Rolled cookies: Sugar Cookies
- Activity 3: Lab: Refrigerator cookies: Oatmeal
- Activity 4: Lab: Drop cookie: Chocolate Chip
- Activity 5: Lab: Molded cookie: Chocolate Crinkle
- Activity 6: Lab: Molded cookie: Snickerdoodles
- Activity 7: Lab: Rolled Cookie: Gingerbread
- Activity 8: Video: Good Eats Cookies
- Activity 9: Cookie Test
- Activity 10: Intro Vegetable Classifications
- Activity 11: Choice activity: Develop a vegetable "rap" or a poster on a specific vegetable topic
- Activity 12: Lab: Broccoli Cheese casserole
- Activity 13: Vegetable Bingo
- Activity 14: Vegetable Test
- Activity 15: Knife Safety Power point
- Activity 16: Lab: Sweet Potato Casserole
- Activity 17: Cake intro activity: Steps to baking a cake
- Activity 18: Review of cake demonstration
- Activity 19: Group demonstration of different cakes to the class
- Activity 20: Cake Classifications, discussion

The Goodheart-Wilcox Company, Inc. *Guide to Good Food* 2008

Other resources as listed above.

How will progress be monitored?

Formative Assessments

Classwork, observation of group cooperation and interaction, participation in classroom discussion, lab work and Pre-Test.

Summative Assessments

Tests, Quizzes, recipe notebook, and Benchmark assessment

Unit Name: Culinary Arts I Marking Period 3

Author: Egg Harbor Township High School Consumer Science Department

MARKING PERIOD 3

Subject: **Yeast Bread, Pies**

Country: **USA**

Course/Grade: **Culinary Arts I**

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

This unit will cover baking concepts including yeast breads and pies. Students will understand how to work with yeast and pie crust. Students will discover the properties of a healthy bread and design a bread ad.

UNIT RESOURCES

The Goodheart-Wilcox Company, Inc. *Guide to Good Food* 2008

Prentice Hall. *The World of Food* 1990

Bobbs, Merrill. *Joy of Cooking* 2006

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www.wholefoodsmarket.com/recipes

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will be able to develop an awareness and appreciation of the safe and sanitary practices to use when handling food and care of the equipment in the lab, home and on the job. Students will explain baking concepts for yeast breads. Students will produce a healthy bread ad. Students will explain the key points of making pie crust. Students will demonstrate ability to work in a group and produce simple recipes.

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focauing on addressing what is most significant for a specific purpose and audience.

CCSS.Math.Content.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

ENDURING UNDERSTANDINGS

Students will understand …

- *The properties of yeast*
- *How to work with yeast bread*
- *The components of healthy bread*
- *How to work with pie crust*
- *how to work in a group and share the responsibilities in a kitchen*

ESSENTIAL QUESTIONS

What are the properties of yeast?

Why is temperature so important when dealing with yeast?

How many times does a yeast dough need to rise?

What are the steps to prepare a yeast dough?

What are the components of a healthy bread?

What are the steps to take to prepare a flaky pie crust?

KNOWLEDGE AND SKILLS

Students will know…

- *how to work with yeast*
- *the components of a healthy bread recipe*
- *how to work with pie crust*
- *How to work in a kitchen group*

Students will be able to…

- *Work in a kitchen group utilizing proper measuring, safety and sanitation practices*
- *Demonstrate proper table manners*
- *Follow a recipe containing complex cooking terminology*
- *Prepare yeast bread and pie recipes*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments

- Pie video questions
- Pie demonstration
- Healthy Bread Ad
- Completion of labs

OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

STAGE THREE

LEARNING PLAN

Activities

- Activity 1: Intro yeast bread unit, working with yeast
- Activity 2: NBC Learn video: The Chemistry of Yeast
- Activity 3: Demonstration: Sticky buns
- Activity 4: Lab: Sticky Buns
- Activity 5: Marketing study – what makes a magazine ad attractive
- Activity 6: Labels: which breads are the healthiest?
- Activity 7: Computer lab: Design a healthy bread ad
- Activity 8: Video: Yeast Breads
- Activity 9: Yeast Bread Test
- Activity 10: Video: Pies
- Activity 11: Pie Poster – what are the steps to making a pie?
- Activity 12: Demonstration: different types of pie crusts
- Activity 13: Lab: Pie
- Activity 14: Video: Pies Unwrapped
- Activity 15: Guest Speaker: Culinary School of the Art Institute Philadelphia
- Activity 16: Guest Speaker: Chef from Johnson and Wales

The Goodheart-Wilcox Company, Inc. *Guide to Good Food* 2008

Other resources as listed above.

How will progress be monitored?

Formative Assessments
Classwork, observation of group cooperation and interaction, participation in classroom discussion, lab work and Pre-Test.

Summative Assessments
Tests, Quizzes, recipe notebook, and Benchmark assessment

Unit Name: Culinary Arts I Marking Period 4

Author: Egg Harbor Township High School Family and Consumer Science Department

MARKING PERIOD 4

Subject: **Dairy, Proteins**

Country: **USA**

Course/Grade: **Culinary Arts I**

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY

This unit will cover milk, eggs, cheese and protein. Students will understand how to cook with proteins. Students will demonstrate ability to cook with milk, eggs, cheese and meat. Students will discover the different cuts of meat on an animal.

UNIT RESOURCES

The Goodheart-Wilcox Company, Inc. *Guide to Good Food* 2008

Prentice Hall. *The World of Food* 1990

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www.foodnetwork.com

www.bettycrocker.com/recipes

www.wholefoodsmarket.com/recipes

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will be able to develop an awareness and appreciation of the safe and sanitary practices to use when handling food and care of the equipment in the lab, home and on the job. Students will understand the different types of proteins and how to cook with them. Students will understand different types of dairy products and how to include them into their diets.

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

NJCCS AGRI 9-12.9.4.12.A.11,12,13,16,17: Employ critical thinking skills (analyze, synthesize and evaluate) independently and in teams to solve problems and make decisions.

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NJCCS AGRI 9-12.9.4.12.A.43: Identify and assess types and sources of workplace hazards common to this cluster in order to demonstrate a working understanding of key health and safety concerns.

NJCCS MA 9-12.HSN-Q.1: Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas.

WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

WORK 9-12.9.1.12.1: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

WORK 9-12.9.1.12.A.1: Apply critical thinking and problem solving strategies during structured learning experiences.

WORK 9-12.9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

RST.11-12.4.9.3.12.C: Workplace Safety

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making

LA.11-12.CCSS-ELA- Literacy.WHST.11-12.2b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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CCSS.Math.Content.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

ENDURING UNDERSTANDINGS

Students will understand …

- *How to cook with protein based foods*
- *How to purchase different cuts of meat*
- *How to work with eggs as an ingredients*
- *how to make a basic white sauce*
- *how to work in a group and share the responsibilities in a kitchen*

ESSENTIAL QUESTIONS

What are different dishes which can prepared using cheese?

Why is temperature so important when dealing with milk?

What is the process for making cheese?

What are the different properties of eggs?

What nutrients are supplied by meat?

What is meant by the term poultry?

KNOWLEDGE AND SKILLS

Students will know…

- *how to work with proteins*
- *how to cook with milk and cheese*
- *the different cuts of meat*
- *How to work in a kitchen group*

Students will be able to…

- *Work in a kitchen group utilizing proper measuring, safety and sanitation practices*
- *Demonstrate proper table manners*
- *Follow a recipe containing complex cooking terminology*
- *Prepare egg, milk, cheese and meat recipes*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments

- Egg video questions
- Egg Demonstration
- Cuts of beef activity
- Completion of labs

OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

STAGE THREE

LEARNING PLAN

Activities

- Activity 1: Intro milk unit power point, students write five questions
- Activity 2: Lab: Baked Macaroni and Cheese
- Activity 3: Video: Good Eats Cheese
- Activity 4: Lab: Pudding
- Activity 5: Video: Goods Eats Milk and Yogurt
- Activity 6: NBC Learn Videos: Blue Cheese, Swiss Cheese
- Activity 7: Video: The Best Breakfast
- Activity 8: Lab: Baked French Toast
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Special Education Interventions in General Education

Visual Supports
Extended time to complete tests and assignments
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Study guides
Use agenda book for assignments
Provide a posted daily schedule
Use of classroom behavior management system
Use prompts and model directions
Use task analysis to break down activities and lessons into each individual step needed to complete the task
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Have student repeat/rephrase written directions
Heterogeneous grouping

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Unit Name: Culinary Arts I Marking Period 4

Author: Egg Harbor Township High School Family and Consumer Science Department

MARKING PERIOD 4

Subject: **Dairy, Proteins**

Country: **USA**

Course/Grade: **Culinary Arts I**

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