

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

CTE



Career and Technical Education

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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.

Unit Name: Culinary Arts II Marking Period 1

Time Frame: 8 Weeks

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

MARKING PERIOD I

Subject: FCCLA, Nutrition, Food Safety, Microwave Cooking **Country:** USA

Course/Grade: Culinary Arts II

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

This unit will cover nutrition; kitchen safety and sanitation; review kitchen equipment and measuring techniques, proper table manners, microwave cooking and baking yeast bread. Students will learn the different nutrients, the benefits of them and the importance of safety and sanitation rules for the kitchen.

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.njfccla.org

www.fcclainc.org

www.food.com

www.nutritiondata.com

www.allrecipes.com

www.foodnetwork.com

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will identify the purposes and mission of FCCLA. Students will examine FCCLA projects and research one which holds their interest. 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 cook using a microwave oven. Students will demonstrate ability to work in a group and produce a yeast bread product.

POWER STANDARDS FOR CULINARY ARTS II

21st Century.9.CRP2: Apply appropriate academic and technical skills.

21st Century.9.CRP4: Communicate clearly and effectively and with reason.

21st Century.9.CRP9: Model integrity, ethical leadership and effective management.

21st Century.9.CRP1: Act as a responsible and contributing citizen and employee.

21st Century.9.CRP3: Attend to personal health and financial well-being.

21st Century.9.CRP5: Consider the environmental, social and economic impacts of decisions.

21st Century.9.CRP6: Demonstrate creativity and innovation.

21st Century.9.CRP7: Employ valid and reliable research strategies.

21st Century.9.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century.9.CRP10: Plan education and career paths aligned to personal goals.

21st Century.9.CRP11: Use technology to enhance productivity.

21st Century.9.CRP12: Work productively in teams while using cultural global competence.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

WHST.11-12.2.8.1.12.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-Literacy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments 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, focusing on addressing what is most significant for a specific purpose and audience.

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 use a microwave oven*

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?

How does a microwave work?

What is yeast and what are the proper steps to kneading dough?

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*
- *Use a microwave correctly*
- *Prepare a yeast bread recipe*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments

- *Nutrients poster presentation*
- *Kitchen Safety and Sanitation activities*
- *Measuring activities and worksheet*
- *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 kitchen equipment and the proper placement in the kitchens; set up the kitchens for the year
- Activity 2: Review the purposes and mission of FCCLA. Examine possible projects.
- Activity 3: List symptoms of nutritional deficiencies and how to prevent them. Review basic nutrients chart and design a poster depicting assigned nutrient with the RDA and examples.
- Activity 4: Complete a 5 day menu following MyPlate guidelines.
- Activity 5: View video: Diets and Weights and discuss issues.
- Activity 6: In small groups read *Picnic Disaster* and answer questions; discuss.
- Activity 7: *Safety in the Kitchen* fill in the blank; discuss.
- Activity 8: *Going to the Beach* – analyze calories activity
- Activity 9: *Math in the Kitchen*
- Activity 10: Cooking Terminology Q & A
- Activity 11: Review lab procedures and rotation chart. Prep for first lab.
- Activity 12: First cooking lab: Shortbread Cookies
- Activity 13: *Table Manners Family Feud* game, discuss answers
- Activity 14: Entertaining guests: each group to present a skit demonstrating one topic of entertaining guests at a party
- Activity 15: Microwave video and questions.
- Activity 16: *Microwave Mishaps*, discuss
- Activity 17: Choose microwave lab recipes. Write Recipe in recipe notebooks, fill in market order form.
- Activity 18: Lab: Microwave recipe
- Activity 19: Review yeast breads and kneading process with teacher demonstration
- Activity 20: Write English Tea Ring in recipe notebooks.
- Activity 21: Lab: English Tea Ring

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, and Benchmark assessment

Unit Name: Culinary Arts II Marking Period 2

Time Frame: 8 Weeks

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

MARKING PERIOD 2

Subject: Meal Planning, Yeast Dough, Holiday Desserts, Soup, International Foods

Course/Grade: Culinary Arts II

Country: USA

School: Egg Harbor Township High School

State/Group: NJ

UNIT SUMMARY

This unit will cover meal planning, cooking for guests, a Thanksgiving meal, gingerbread houses, holiday desserts, soup, baking yeast bread and international foods. Students will learn the different types of table service, proper table manners, and advanced baking techniques and projects.

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:

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www.allrecipes.com

www.foodnetwork.com

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will explain proper meal planning for entertaining and good table manners. Students will demonstrate ability to cook for others and participate in a group meal. Students will demonstrate proper measuring techniques. Students will demonstrate ability to follow advance yeast dough recipes. Students will demonstrate ability to work with both cream based and broth based soups. Students will research a country, prepare an international entrée and dessert and develop a Powerpoint presentation.

POWER STANDARDS FOR CULINARY ARTS II

21st Century.9.CRP2: Apply appropriate academic and technical skills.

21st Century.9.CRP4: Communicate clearly and effectively and with reason.

21st Century.9.CRP9: Model integrity, ethical leadership and effective management.

21st Century.9.CRP1: Act as a responsible and contributing citizen and employee.

21st Century.9.CRP3: Attend to personal health and financial well-being.

21st Century.9.CRP5: Consider the environmental, social and economic impacts of decisions.

21st Century.9.CRP6: Demonstrate creativity and innovation.

21st Century.9.CRP7: Employ valid and reliable research strategies.

21st Century.9.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century.9.CRP10: Plan education and career paths aligned to personal goals.

21st Century.9.CRP11: Use technology to enhance productivity.

21st Century.9.CRP12: Work productively in teams while using cultural global competence.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making
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LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments 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, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDINGS

Students will understand ...

- *proper meal planning techniques*

- *good table manners*
- *how to cook for others and participate in a large group meal*
- *how to follow advanced yeast dough recipes*
- *how to work with both cream based and broth based soups*
- *how and why food differs around the world*

ESSENTIAL QUESTIONS

What important considerations must be taken when planning a meal for others?

What do each of the ingredients in yeast bread contribute?

How would you plan your own lab steps?

Why should you experience foods from other countries?

KNOWLEDGE AND SKILLS

Students will know...

- *How to follow a recipe*
- *How to plan a group meal*
- *How to organize a work schedule*

Students will be able to...

- *Work in a kitchen group utilizing proper measuring, safety and sanitation practices*
- *Demonstrate proper table manners*
- *Follow recipes containing complex cooking terminology*
- *Prepare an advanced yeast bread recipe*
- *Prepare both a cream based and broth based soup*
- *Prepare an international entrée and dessert*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments

- *Lab planning sheets*
- *Recipe conversions*
- *Correct completion of labs*

OTHER EVIDENCE

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

STAGE THREE

LEARNING PLAN

Activities

- Activity 1: Brainstorm ideas for Thanksgiving meal. Decide on recipes. Write recipes in notebooks and complete market orders. Convert recipes to yield correct servings as needed.
- Activity 2: View video *Making Thanksgiving Special* and discuss
- Activity 3: Lab: advanced yeast bread recipe: Meal in a Loaf
- Activity 4: Study of buffet service to be used for group meal
- Activity 5: Lab: Thanksgiving recipes
- Activity 6: Group dinner, both classes join to finish and enjoy meal prepared together
- Activity 7: Plan December labs. Discuss ways to divide the recipe work into multiple days. Choose holiday dessert recipes, convert servings if needed, complete market orders
- Activity 8: Intro Gingerbread House project; schedule of labs and contest requirements
- Activity 9: Lab: Gingerbread Lab and contest
- Activity 10: Lab: Advanced level of holiday dessert
- Activity 11: Lab: Advanced level of holiday dessert
- Activity 12: Soup Project – create a poster to teach the class on one soup topic
- Activity 13: Lab: Cream based soup
- Activity 14: Lab: Broth based soup
- Activity 15: Video: *Foods from other Lands* and discussion
- Activity 16: Media Lab: develop a Power Point presentation about an assigned country
- Activity 17: Lab: International Dessert
- Activity 18: Lab: International Entrée
- Activity 19: Present Power Points to class
- Activity 20: Exam Review

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, and lab work

Summative Assessments

Tests, Quizzes

Unit Name: Culinary Arts II Marking Period 3

Time Frame: 8 Weeks

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

MARKING PERIOD 3

Subject: Careers, Candy Store, Casseroles, Proteins

Course/Grade: Culinary Arts II

Country: USA

School: Egg Harbor Township High School

State/Group: NJ

UNIT SUMMARY

This unit will cover career planning, casseroles, beef and fish. Students will also operate a candy store.

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

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www.nutritiondata.com

www.allrecipes.com

www.foodnetwork.com

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will explore the organizational chart of a candy manufacturer and interview for positions.

Students will operate a candy store and work in positions of management, manufacturers, sales and

distribution. Students will identify the parts of a casserole and the role of each ingredient. Students will

explore various careers in the food service industry. Students will examine different cuts of beef and how to prepare them properly.

POWER STANDARDS FOR CULINARY ARTS II

21st Century.9.CRP2: Apply appropriate academic and technical skills.

21st Century.9.CRP4: Communicate clearly and effectively and with reason.

21st Century.9.CRP9: Model integrity, ethical leadership and effective management.

21st Century.9.CRP1: Act as a responsible and contributing citizen and employee.

21st Century.9.CRP3: Attend to personal health and financial well-being.

21st Century.9.CRP5: Consider the environmental, social and economic impacts of decisions.
21st Century.9.CRP6: Demonstrate creativity and innovation.
21st Century.9.CRP7: Employ valid and reliable research strategies.
21st Century.9.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
21st Century.9.CRP10: Plan education and career paths aligned to personal goals.
21st Century.9.CRP11: Use technology to enhance productivity.
21st Century.9.CRP12: Work productively in teams while using cultural global competence.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.
9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
WHST.11-12.2.8.1.12.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-Literacy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments 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, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDINGS

Students will understand ...

- *Organizational charts*
- *How to perform different positions in a candy factory*
- *How to follow guidelines for preparing various cuts of meat*
- *The different careers available in the foodservice industry*

ESSENTIAL QUESTIONS

What job options are available in the foodservice industry?

What is the best way to market our candy store?

How can you develop a good casserole recipe that fulfills all of the requirements of My Plate?

Why is it important to know the parts of an animal and the different cuts of meat?

KNOWLEDGE AND SKILLS

Students will know...

- *How to operate a candy store*
- *How to develop a good casserole recipe*
- *How to analyze the cuts of beef*
- *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 utilizing complex cooking terminology
- Prepare casseroles, fish and beef recipes

STAGE TWO

PERFORMANCE TASKS

Performance Assessments

- Lab planning sheets
- Recipe conversions
- Correct 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 FCCLA project: Candy Store; discuss organizational chart
- Activity 2: Lab: How to work with molded chocolate candy
- Activity 3: Develop chocolate order forms; decide pricing structure; solicit orders
- Activity 4: Candy Store: students follow specific job roles: manager, finance, order inventory, supplies, packaging, chocolatiers
- Activity 5: (one week) Labs: molded chocolate candies
- Activity 6: Chocolate candy delivery
- Activity 7: Intro to casseroles
- Activity 8: Make a casserole brochure for a restaurant
- Activity 9: Choose casserole recipe; convert serving size; write recipe in notebook and complete market order
- Activity 10: Lab: Casserole
- Activity 11: Intro different classifications of fish and crustaceans
- Activity 12: Video *Fish & Seafood*; choose a quiche recipe
- Activity 13: Lab: Quiche
- Activity 14: Different cuts of beef and proper cooking techniques for each
- Activity 15: Choose a beef recipe, convert recipe if needed, complete market order
- Activity 16: Demo: Shrimp and pesto linguini
- Activity 17: Lab: Beef recipe
- Activity 18: Exam Review

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 and lab work

Summative Assessments

Tests, Quizzes, and Benchmark assessment

Unit Name: Culinary Arts II Marking Period 4

Time Frame: 8 Weeks

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

MARKING PERIOD 4

Subject: Pasta, Regional Foods, Kitchen Design, Cake Decorating, Poultry

Course/Grade: Culinary Arts II

Country: USA

School: Egg Harbor Township High School

State/Group: NJ

UNIT SUMMARY

This unit will cover the principles of making fresh pasta; designing a kitchen layout and methods of cooking poultry. Students will discover the regional foods of America and also practice basic cake decorating.

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.njfccla.org

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www.food.com

www.nutritiondata.com

www.allrecipes.com

www.foodnetwork.com

www.mypyramid.gov

STAGE ONE

GOALS AND STANDARDS

Students will discuss principles of fresh pasta production and demonstrate ability to make fresh pasta and homemade sauce. Students will define the kitchen triangle and design a kitchen layout. Students will discover the regional foods differences in the U.S. and taste food from each region.

POWER STANDARDS FOR CULINARY ARTS II

21st Century.9.CRP2: Apply appropriate academic and technical skills.

21st Century.9.CRP4: Communicate clearly and effectively and with reason.

21st Century.9.CRP9: Model integrity, ethical leadership and effective management.

21st Century.9.CRP1: Act as a responsible and contributing citizen and employee.

21st Century.9.CRP3: Attend to personal health and financial well-being.

21st Century.9.CRP5: Consider the environmental, social and economic impacts of decisions.

21st Century.9.CRP6: Demonstrate creativity and innovation.

21st Century.9.CRP7: Employ valid and reliable research strategies.

21st Century.9.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century.9.CRP10: Plan education and career paths aligned to personal goals.

21st Century.9.CRP11: Use technology to enhance productivity.

21st Century.9.CRP12: Work productively in teams while using cultural global competence.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

WHST.11-12.2.8.1.12.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-Literacy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments 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, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDINGS

Students will understand ...

- *proper pasta making techniques*
- *regional America food differences*
- *optimum kitchen design*

ESSENTIAL QUESTIONS

How does the geography and topography of a region affect cuisine?

What are the steps to making fresh pasta?

What are the different types of poultry and how do you properly cook each one?

What is the kitchen triangle and what kitchen design do you prefer?

KNOWLEDGE AND SKILLS

Students will know...

- *How to make fresh pasta, regional food specialties, poultry recipes, cake decorating techniques*
- *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 utilizing complex cooking terminology*
- *Prepare fresh pasta, poultry, regional American food*
- *Design a kitchen layout*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments

- Pasta contest
- Cupcake decorating contest
- Kitchen layout design work
- Completion of a lab

OTHER EVIDENCE

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

STAGE THREE

LEARNING PLAN

Activities

- Activity 1: Lab: Pasta dough
- Activity 2: Lab: Pasta machine
- Activity 3: Lab: Pasta sauce and Pasta Contest
- Activity 4: Intro to making fresh pasta; identify different types of pasta and their uses

- Activity 5: Demo: Fresh pasta and homemade sauce; discuss different types of sauces available
- Activity 6: Research pasta sauce recipe; convert serving size; write recipe in notebooks and complete market order
- Activity 7: Lab: Fresh Pasta and sauce
- Activity 8: Intro Regional Foods; *Guess the Region*
- Activity 9: Map of different regions in America: fill in regions, major influences for food in each region and sample recipes for each area
- Activity 10: Lab: Regional Food
- Activity 11: Lab: Regional Foods buffet
- Activity 12: Intro Kitchen Layout Power Point presentation
- Activity 13: Identify the work centers in home kitchen, draw the layout following project detail sheet
- Activity 14: Intro single crust pie; choose recipes
- Activity 15: Lab: One crust pie
- Activity 16: Intro cake decorating unit; Wilton decorating video
- Activity 17: Lab: make frosting recipe
- Activity 18: Lab: practice decorating techniques
- Activity 19: Lab: Bake cupcakes
- Activity 20: Lab: Decorate cupcakes for contest
- Activity 21: Lab: Advanced yeast dough project: pretzels or bagels
- Activity 22: Intro different types of poultry: Choose poultry recipe, convert if needed, complete market order
- Activity 23: Lab: Poultry
- Activity 24: Exam Review

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 and lab work

Summative Assessments

Tests, Quizzes, and Benchmark assessment

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

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

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>

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