

Culinary Arts III  
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 III Marking Period 1**

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

### **MARKING PERIOD I**

**Subject: FCCLA, Safety & Sanitation, Food Storage**

**Country: USA**

**Course/Grade: Culinary Arts III**

**State/Group: NJ**

**School: Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will cover FCCLA; lesson planning; foodservice safety and sanitation regulations; food inventory and receiving standards.

#### **UNIT RESOURCES**

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

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

Prentice Hall. *The World of Food* 1990

Bobbs, Merrill. *Joy of Cooking* 2006

Conde Nast. *Bon appetit* magazines

#### **Internet Resource Links:**

[www.njfccla.org](http://www.njfccla.org)

[www.fcclainc.org](http://www.fcclainc.org)

[www.food.com](http://www.food.com)

[www.nutritiondata.com](http://www.nutritiondata.com)

[www.allrecipes.com](http://www.allrecipes.com)

[www.foodnetwork.com](http://www.foodnetwork.com)

[www.mypyramid.gov](http://www.mypyramid.gov)

### **STAGE ONE**

#### **GOALS AND STANDARDS**

*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.*

#### **POWER STANDARDS FOR CULINARY ARTS III**

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

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

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

**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.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, o 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 ...*

- *National, state and local standards for food service operations 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*
- *How to use the FCCLA Planning Process Worksheet to identify the steps of creating a project*

## **ESSENTIAL QUESTIONS**

*What are the management guidelines and practices for Servsafe and HACCP governed foodservice operations for preparing and serving safe foods?*

*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?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- *How to follow standard safety and sanitation measures*
- *How to complete the FCCLA Planning Process worksheet*
- *How to receive food inventory*

*Students will be able to...*

- *Create a lesson plan*
- *Work in a kitchen utilizing proper measuring, safety and sanitation practices*
- *Identify the regulatory agencies for food service operations*
- *Complete the FCCLA Project Planning sheet correctly*

## **STAGE TWO**

### **PERFORMANCE TASKS**

#### **Performance Assessments**

- § Intro to FCCLA lesson plan
- § Graphic organizer describing the five steps involved in receiving food.
- § First In, First Out Power Point presentation
- § Wound care poster
- § FCCLA Fall Leadership project planning sheet - completed
- § FCCLA Spring Leadership project planning sheet – in beginning stages

#### **OTHER EVIDENCE**

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

## **STAGE THREE**

### **LEARNING PLAN**

#### **Activities**

1. Develop a lesson plan to introduce FCCLA including purposes, mission, Process Planning Sheet and projects.
2. Present the FCCLA introductory lesson to all Family and Consumer Science classes.
3. National Restaurant Assn. safety and sanitation videos
4. Describe the seven steps of HACCP, the goal of HACCP and the record keeping systems that are used in food service operations.
5. Choose an FCCLA Fall Leadership baking project and complete the FCCLA Planning Process Sheet
6. Labs: create FCCLA baking project samples; adjust recipe as needed.
7. Create a graphic organizer as a sequence chart to describe the five steps involved in receiving food.
8. List the Preparation and Cooking Equipment sections from Chapter 3.3 *Intro to Culinary Arts* creating a graphic organizer.
9. Tour the cafeteria kitchen, noting what pieces of equipment are there and placing them onto your graphic organizer. Note the HACCP standards and food inventory.
10. Create inventory lists to place inside each food storage area.
11. Take a food inventory and create food shopping list.
12. Research the food preparation technique of trussing, prepare the turkey correctly and roast it for the class Thanksgiving meal.

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 III Marking Period 2**

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

## **MARKING PERIOD 2**

**Subject: FCCLA, Safety & Sanitation, Food Storage**

**Country: USA**

**Course/Grade: Culinary Arts III**

**State/Group: NJ**

**School: Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will cover advanced food preparation; food ordering and inventory; the NJFCCLA Fall Leadership competition; planning a large event (Character Breakfast) and planning and completion of an FCCLA STAR National project.

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

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

Prentice Hall. *The World of Food* 1990

Bobbs, Merrill. *Joy of Cooking* 2006

Conde Nast. *Bon appetit* magazines

### **Internet Resource Links:**

[www.food.com](http://www.food.com)

[www.nutritiondata.com](http://www.nutritiondata.com)

[www.allrecipes.com](http://www.allrecipes.com)

[www.foodnetwork.com](http://www.foodnetwork.com)

[www.bettycrocker.com/recipes](http://www.bettycrocker.com/recipes)

[www.wholefoodsmarket.com/recipes](http://www.wholefoodsmarket.com/recipes)

[www.mypyramid.gov](http://www.mypyramid.gov)

## **STAGE ONE**

### **GOALS AND STANDARDS**

*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.*

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

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

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

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

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.CRP9: Model integrity, ethical leadership and effective management.

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

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, o 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 ...*

- *Professional ethics and community interaction are necessary for the success of a foodservice operation*
- *How to use the FCCLA Planning Process Worksheet to identify the steps of creating a project*
- *Food inventory procedures and how to set up an food order form*
- *Advanced baking techniques*
- *How to plan a large fundraising event*
- *How to procure food donations*

## **ESSENTIAL QUESTIONS**

*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 plan a large fundraising event?*

*What is a mire poix and what is the advantage of using a sachet when cooking soup?*

*What is the best way to approach a business owner to procure donations?*

*What are the guidelines to follow when using yeast in a product?*

*What is the importance of food presentation in a food service operation?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- *How to follow standard safety and sanitation measures*
- *How to complete the FCCLA Planning Process worksheet*
- *How to order and receive food inventory*

*Students will be able to...*

- *Work in a kitchen utilizing proper measuring, safety and sanitation practices*
- *Baked advanced food recipes*
- *Plan a large fundraising event*

## **STAGE TWO**

### **PERFORMANCE TASKS**

#### **Performance Assessments**

- § FCCLA Fall Leadership project completed
- § FCCLA Spring Leadership project planning sheet – in middle stages
- § Lab evaluation
- § Organization of fund raiser

#### **OTHER EVIDENCE**

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

## **STAGE THREE**

### **LEARNING PLAN**

#### **Activities**

1. Complete FCCLA Fall Leadership project
2. Choose FCCLA STAR event or National Program and begin Process Planning Sheet.
3. Lab: Advanced baking technique: Croquembouche
4. Lab: Advanced baking technique: Gingerbread House
5. Lab: stock soup, using mire poix and a sachet
6. Lab: Yeast Breads: Braided or Baguette
7. Food presentation; garnishing video and practice with tools.
8. Complete food inventory and food orders as needed.

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 III Marking Period 3**

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

### **MARKING PERIOD 3**

**Subject: FCCLA, Food Inventory, Planning a large event**

**Country: USA**

**Course/Grade: Culinary Arts III**

**State/Group: NJ**

**School: Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will cover advanced food preparation; food ordering and inventory; exploring culinary history; planning a large event (Character Breakfast) and planning a FCCLA STAR national project.

### **UNIT RESOURCES**

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

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

Prentice Hall. *The World of Food* 1990

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Conde Nast. *Bon appetit* magazines

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[www.allrecipes.com](http://www.allrecipes.com)

[www.foodnetwork.com](http://www.foodnetwork.com)

[www.mypyramid.gov](http://www.mypyramid.gov)

### **STAGE ONE**

#### **GOALS AND STANDARDS**

*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.*

#### **POWER STANDARDS FOR CULINARY ARTS III**

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

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

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

**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.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 ...*

- Professional ethics and community interaction are necessary for the success of a foodservice operation
- How to use the FCCLA Planning Process Worksheet to identify the steps of creating a project
- Food inventory procedures and how to set up a food order form
- Advanced cooking techniques
- How to plan a large fundraising event
- How to procure food donations

## **ESSENTIAL QUESTIONS**

*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 plan a large fundraising event?*

*What are the principles of candy making?*

*What is the best way to approach a business owner to procure donations?*

*What is the best way to crack an egg?*

*What is the difference between an appetizer and an hors d'oeuvre?*

*Why would someone want an appetizer?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- How to follow standard safety and sanitation measures
- How to complete the FCCLA Planning Process worksheet
- How to order and receive food inventory

*Students will be able to...*

- Work in a kitchen utilizing proper measuring, safety and sanitation practices

- *Baked advanced food recipes*
- *Plan a large fundraising event*

## **STAGE TWO**

### **PERFORMANCE TASKS**

#### **Performance Assessments**

- § FCCLA Fall Leadership project completed
- § FCCLA Spring Leadership project planning sheet – in middle stages
- § Culinary history report
- § Lab evaluation
- § Organization of fund raiser

### **OTHER EVIDENCE**

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

## **STAGE THREE**

### **LEARNING PLAN**

#### **Activities**

1. Lab: Candy making: Caramels
2. Lab: Custards, mousse and foams
3. Lab: Appetizers and hors d'oeuvres
4. Culinary Topic or Culinary History from lists in *Intro to Culinary Arts*. Choose one topic for a research report.
5. Lab: Eggs – omelets
6. Lab: Character Breakfast
7. FCCLA STAR Event work in progress
8. Complete food inventory and food orders as needed.
9. Compete NJFCCLA Spring Leadership Conference

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 III Marking Period 4**

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

### **MARKING PERIOD 4**

**Subject: FCCLA, Fundraising, Advanced Cooking Techniques, Cultural Diversity**

**Course/Grade: Culinary Arts III**

**Country: USA**

**State/Group: NJ**

**School: Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will cover advanced food preparation, including: risotto, pasta, braising beef, sauces, poultry and fish; cultural diversity and fundraising.

### **UNIT RESOURCES**

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

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

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### **Internet Resource Links:**

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[www.allrecipes.com](http://www.allrecipes.com)

[www.foodnetwork.com](http://www.foodnetwork.com)

[www.mypyramid.gov](http://www.mypyramid.gov)

### **STAGE ONE**

#### **GOALS AND STANDARDS**

*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.*

#### **POWER STANDARDS FOR CULINARY ARTS III**

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

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

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

**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.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

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 ...*

- Professional ethics and community interaction are necessary for the success of a foodservice operation
- How to use the FCCLA Planning Process Worksheet to identify the steps of creating a project
- Food inventory procedures and how to set up a food order form
- Advanced cooking techniques
- How to plan a fund raising event
- Regional and national cuisine choices

## **ESSENTIAL QUESTIONS**

*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 plan a fundraising event?*

*What is the difference between a glaze and a sauce?*

*What is a cuisine?*

*What is the main difference between a regional and a national cuisine?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- *How to follow standard safety and sanitation measures*
- *How to complete the FCCLA Planning Process worksheet*
- *How to order and receive food inventory*
- *The difference between regional and national cuisine*

*Students will be able to...*

- *Work in a kitchen utilizing proper measuring, safety and sanitation practices*
- *Baked advanced food recipes*
- *Plan a large fundraising event*
- *Plan a culturally diverse menu*

## **STAGE TWO**

### **PERFORMANCE TASKS**

#### **Performance Assessments**

§ FCCLA Spring Leadership project completed

§ Lab evaluations

§ Organization of fundraisers

#### **OTHER EVIDENCE**

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

## **STAGE THREE**

### **LEARNING PLAN**

#### **Activities**

1. Plan and carry out FCCLA fundraising activities
2. Lab: Starch cookery: risotto, pasta
3. Lab: Beef: braising
4. Lab: Sauces
5. Lab: Poultry using a glaze and a sauce
6. Lab: Fish: poached, served with a sauce
7. Lab: Salads and dressing: mayonnaise, vinaigrettes
8. Cultural Diversity. Choose one topic from *Intro to Culinary Arts* and submit a Powerpoint about the topic
9. Lab: Cultural Diversity recipe
10. Complete the NOCTI Study Guide

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



## **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](http://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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