



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Culinary Arts 1				
Grade Level(s):	9-10				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	This course covers basic culinary preparation and cooking methods. Students will focus on safety and sanitation within the foodservice establishment, basic culinary skills and fundamentals, food preparations and cooking methods, basic baking and pastry arts techniques, and foodservice career exploration. Students will develop their culinary skills to gain knowledge and a skillset to apply to future careers.				
Grading Procedures:	50% Major Assessments (Labs, Tests, Major Projects) 35% Minor Assessments (Quizzes, Minor Projects) 15% Supportive Assessments (Homework, Classwork)				
Primary Resources:	Introduction to Culinary Arts Fourth Edition (Culinary Institute of America)				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Stephanie DeSantis
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Under the Direction of:	Kayla Berry
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Written: Stephanie DeSantis
Revised: August 2023
BOE Approval: _____

Unit (1) Title: Safety & Sanitation

Unit Description: In this unit, students will learn about safety and sanitation practices in the workplace. Students will understand and apply safety and sanitation practices to prevent injuries and illnesses in the workplace. Students will understand the importance of communication in the workplace to prevent illnesses and injuries amongst staff and customers.

Unit Duration: 18-21 days/ 6-7 cycles

Desired Results**Standard(s):**

- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators (Learning Targets):

- Demonstrate the steps of preparing yourself in proper personal hygiene.
- Demonstrate the steps of proper handwashing.
- Implement and create policies that increase food safety, sanitation, and efficiency within the food service facilities.
- Demonstrate safety and sanitation procedures in food and beverage service facilities.
- Create Safety guide for the culinary arts classroom.
- Identify safety procedures surrounding knife safety, choking, burns/fire safety, cuts and wounds, slips and falls, electrical shock
- Identify sanitation procedures regarding personal hygiene, food preparation and storage, food-borne illnesses, kitchen cleanliness
- Compare and contrast cleaning and sanitizing.
- Present work from professional portfolio explaining accomplishments and challenges.
- Explain what they have learned during the school year and how they will apply what they have learned to the industry.

Understandings:

Students will understand that...

- Accidents and illnesses in the kitchen can be avoided by following safety and sanitation guidelines.
- High standards of personal cleanliness and food handling procedures ensure safe preparation of food in a kitchen.
- Food safety is dependent on minimizing contaminants and ensuring a safe flow of food.
- Regular and clear communication among team members is essential to maintain the

Essential Questions:

- How do food safety and sanitation practices impact the overall food service business?
- Why is food safety and sanitation imperative to the workplace?
- How does clear and effective communication amongst food service workers ensure a safe and sanitary food service establishment?

safety of all food service handlers and customers.

Assessment Evidence

Performance Tasks:

- Kitchen Site Visit – Students will visit the food services area and complete a checklist to show what is/is not following safety/sanitation procedures.
- Food Safety – Salad (chicken Ceasar/ general ** what if we do a fruit smoothie in culinary 1 and salad in culinary 2???)
- Food Safety- French Toast lab
- Demonstrate proper procedures to prevent common safety hazards; fires & burns, slips, and falls, electrical, cuts & wounds, food contamination, chemical poisoning

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities
- Rubric for laboratory experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle

Benchmarks: (Rubrics attached at end of document)

- Safety/Sanitation Assessment- (choice of ServSafe Assessment or teacher created assessment)
- Performance Assessment:
 - Identifying corrective actions for restaurants
- Rubric for laboratory experiences
- Rubric for writing activities

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:

- Writing Journal Entry Topics:
 - Why do you think food safety is important to the production of a kitchen or foodservice establishment?
 - Have you ever heard of a food-borne illness outbreak? Explain what you think or what you know a food-borne illness outbreak is.
 - How can improper personal hygiene affect the overall safety and sanitation of foodservice?
 - FAT TOM is an acronym used in food safety, take an educated guess on what you think it means.
 - Why do you think chefs rapidly cool food to below 41 degrees F as a preparation for storing the food?
 - What are the three types of hazards that can contaminate foods? Provide an example of each hazard.
 - Why do you think it is important to wash your hands before you put on gloves? When would you wear gloves when working in a kitchen?
 - Compare the differences between cleaning and sanitizing.
 - How can you, as a cook, prevent pests from entering the foodservice establishment?
- Personal Hygiene demonstration: Students prepare themselves to work in the kitchen and will be assessed using rubric.
- Create a safety guide for the culinary arts classroom.

- Identify safety procedures surrounding knife safety, choking, burns/fire safety, cuts and wounds, slips and falls, electrical shock (Infographic, create a commercial, create a presentation to the class, or create a website)
- Identify sanitation procedures regarding personal hygiene, food preparation and storage, food-borne illnesses, kitchen cleanliness (Infographic, create a commercial, create a presentation to the class, or create a website)
- Alternate Allergen Ingredients- substitute allergen- based ingredients with alternatives to taste difference (crepes, biscuits, or pancakes)
- Kitchen Crime Scene- students will identify what is not following safety/sanitation procedures
- Knife Safety Demo- Showing students proper knife procedures/formative assessment to ensure they can carry/utilize a knife properly [Knife Safety Checklist](#)
- OPTIONAL: Outbreaks of Food-Borne Illness (Chapter 1.1 pg .20)

ALL STUDENTS WILL BEGIN A CULINARY PROFESSIONAL PORTFOLIO TO BUILD UPON ALL THREE LEVELS OF CULINARY ARTS. THE FINAL PORTFOLIO WILL BE CHECKED THROUGHOUT THE YEAR AND PRESENTED AT THE END OF EACH YEAR.

Resources:

- Introduction to Culinary Arts Fourth Edition
- ServSafe textbook
- Teacher created PowerPoints
- Online resources including YouTube, Google, Microsoft, Kahoot, Quizziz, EdPuzzle
- Websites including King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Choose My Plate (<https://www.myplate.gov/>), and other teacher selected professional websites.
- In class and IMC resources including cookbooks, magazines, and other literary resources from the IMC.

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences</p>
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **ELA:**
 - RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
 - NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math:** Make sense of problems and persevere in solving them.
- **Science:** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- **Social Studies:** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
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- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators: Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit (2) Title: Basic Skills and Fundamentals

Unit Description: In this unit, students will learn about food preparation techniques, measurements, knife skills, tool selection and usage. Students will understand food preparation techniques and proper tool selection and usage are essential and affect the outcome of the final product. Students will understand how to read, interpret, and scale recipes to ensure a quality food product.

Unit Duration: 12-18 days/5-6 cycles

Desired Results**Standard(s):**

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators:

- Identify proper kitchen equipment and its uses.
- Explain what “mise en place” is and how it is applied in the kitchen.
- Identify and apply knife skills, recipe interpretation, general measuring and recipe conversion, food and equipment identification.
- Demonstrate knowledge of food preparation techniques through culinary lab participation and observation.
- List the six basic nutrients in food and explain how they should be properly incorporated into the daily diet.

Understandings:

Students will understand that...

- Food preparation techniques are essential and affect the outcome of the final product.
- Taking time to plan “mise en place” is critical to the production of the kitchen.
- Food preparation requires accurate measuring with the appropriate tools and equipment.
- Proper use and care of food preparation tools and equipment is required.
- To prepare meals you need to have knowledge of choosing and interpreting recipes.

Essential Questions:

- **How does the correct equipment selection and usage affect the outcome of various food products?**
- **Why is recipe reading and interpretation important to daily production in foodservice?**
- **How can correct measuring techniques ensure that food service establishments produce high quality food products?**
- **Why is it important to have a basic knowledge of proper nutrition?**

- Measuring liquid and solid correctly and accurately is essential to a successful product.
- Adjusting measurements and yield of recipes is required for a successful outcome.
- Considering factors that affect the proper selection and care of required tools, equipment and appliance
- Explain why nutrition is important to the preparation of food in the foodservice industry.
- There are six basic nutrients in food.

Assessment Evidence

Performance Tasks:

- **Pancake/ Waffles** (measuring)
- **Soup** (knife skills, basic identification of kitchen tools—example is chicken noodle soup/vegetable soup)
- **Salad and Dressing** (knife skills, recipe reading, equipment identification—example: Caesar salad with homemade dressing or garden salad with homemade vinaigrette)
- **Optional:** Thanksgiving Sides (mashed potatoes or bread stuffing) or Pies (apple), World Language Collaboration (pico de gallo or crepes)

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities
- Rubric for laboratory experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle

Benchmarks: (Rubrics attached at end of document)

- [Rubric for laboratory experience for Egg Rolls](#) (baked or fried, student choice depending on best nutritional option, students will scale the recipe to yield the desired amount (2 servings), students will choose the correct preparation and cooking tools to perform the task all while following proper safety and sanitation procedures)
- OneDrive student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:

- Recipe Interpretation: Describe the PRN (**P**review, **R**ead, **N**ote; Chapter 5.1 pg. 149) method for reading recipes.
- Food/Equipment Identification Kahoot, Quizziz, or in person activity.
- Writing Journal Entry Topics:
 - What are some common sources for recipes?
 - Explain what a standardized recipe is.
 - What are the benefits of organizing recipes into categories?
 - Why is it important to read recipes before you begin preparation?

- If a chef makes changes to a recipe they created, why do you think they write down their notes instead of just remembering the changes?
- Why do you think volume measurements may be less accurate than weight measurements
- Explain how and why you might adjust a recipe after scaling it?
- Mise en place is critical to kitchen production. Explain what mise en place means.
- How do calories affect our weight?
- What are the 5 basic food groups on MyPlate?
- Using a variety of recipes, scale the yield amounts up and down using the recipe conversion factor (RCF), find RCF when scaling by portion when changing the portion size, scale the recipe based on the new portion size, scale recipe based on an ingredient, & scale recipe based on the available ingredient amount.
- Test Kitchen: (Chapter 20.2 pg. 709) Divide students into groups of 3. Each group will be provided with the same ingredients and recipe. Each group will create the healthiest product, using the proper kitchen equipment and healthiest cooking method, to prepare the ingredients in as healthy a way as possible. Each group will evaluate the other team's efforts. Compare appearance, taste, and texture. Decide which method produced the best result.
- Identify the potentially hazardous foods in the recipes from the unit and create a HACCP for the items (ex. eggs and milk in a recipe are hazardous and should be kept refrigerated at 41 degrees F or below to prevent illness).

Resources:

- Introduction to Culinary Arts Fourth Edition **Chapter 3.3, 4.1, 4.2, 5.1, 20.1 20.2**
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Unit Title: Cooking Preparation and Methods

Unit Description: In this unit, students will learn the various types of cooking and preparation methods and how to execute each. Students will understand that cooking times and temperatures are important to determine doneness in foods.

Unit Duration: 48-54 days/16- 18 cycles

Desired Results

Standard(s):

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.
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- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators:

- Prepare various foods and recipes using the proper cooking methods and techniques.
- Read and follow recipes using the proper cooking methods and understanding when to use the various cooking methods within a recipe.
- Identifying the types of cooking methods and preparation methods.
- Comparing dry and moist cooking methods.
- Understanding how to cook different ingredients using the proper cooking methods and techniques.
- Identify and apply knife skills, food safety and sanitation procedures, reading recipes, equipment and ingredient identification, gathering Mise en Place
- Interpret recipe correctly to ensure a successful outcome
- Create a menu based on the different parts of a menu
- Understand menu planning/preparation
- Understand cooking styles such as blanching and shocking, sauteing, roasting.

Understandings:

Students will understand that...

- Cooking and food preparation can take shape in many different forms.
- Food service industry workers utilize varying cooking and food preparation methods for different foods.
- Cooking time and temperature is essential to determine doneness in foods.
- Meal preparation includes using moist heat, dry heat and combination heat methods.

Essential Questions:

- How does understanding the different cooking methods affect the final food product?
- Why do different foods need to be prepared and cooked using various cooking methods?
- Why is determining when and how to use dry and moist heat cooking methods important in the final dish's outcome?
- In which ways do the cooking time and temperature of foods affect the doneness and quality of the final product?
- How can using the correct cooking method affect the final recipe outcome?

Assessment Evidence

Performance Tasks:

-Independently performing all necessary requirements to prepare:

Moist Heat Cooking Methods:

- **Poaching, Simmering, Boiling:** Wonton Soup or Chicken Noodle Soup with Homemade Noodles
- **Steaming:** Steamed Lemon Garlic Broccoli (or other vegetable)
- **Blanching and Shocking:** Bacon Shallot Sauteed Green Beans or Asparagus

Dry Heat Cooking Methods:

- **Grilling & Broiling:** Kebabs, Garlic bread
- **Roasting & Baking:** One Pan Meals, Baked "Fried" Chicken
- **Pan Frying & Deep Frying:** Chicken Cutlets, French Fries or Vegetable Tempura (Three basic coating/breading options: seasoned flour, standard breading, batters)
- **Sauteing & Stir Frying:** Stir-Fried Rice, or Stir-Fried Veggies

Combination Cooking Methods:

- **Braising & Stewing:** Stewed or Braised Beef, Chicken, or Vegetables

Egg Lab:

- **Scramble** (Various ways to scramble eggs)
- **Omelet** (French or American with student choice fillings)
- **Fry** (Over-easy/medium/hard, sunny side up)
- **Boil** (Optional)

Garde Manger:

- **Salads** (potato, pasta, or bean salad)
- Fruit or Veggie Platter with House-made Dip

Other Evidence:

- Classwork
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Benchmarks: (Rubrics attached at end of document)

- [Rubric for writing activities](#)
- [Rubric for laboratory experiences](#)
- OneDrive student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections.

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:

- **Writing Journal:**
 - How is heat transferred to food in a dry-heat method?
 - How does food change when a dry-heat cooking method is used?
 - Compare the difference between caramelized and the Maillard reaction.
 - Explain the difference between roasting and baking.
 - Explain the process for deep frying and pan frying.
 - There are 3 basic coating options when frying food. List what they are and explain how to prepare each.
 - Why should you add food in small batches when deep frying?
 - What are some differences between sauteing and stir-frying?
 - What considerations should you be aware of when determining doneness in a steak and a roast?
 - What is the importance in understanding carryover cooking and resting food?
 - How is heat transferred to food in a moist-heat method?
 - Explain the differences between the 5 moist-heat cooking methods.
 - What are the 2 basic combination cooking methods and provide an example of each.
 - When using one of the moist-heat cooking methods, how do you determine doneness?
 - Describe how blanching vegetables such as green beans or carrots might help make your work more efficient?
 - How can you prevent a burn when using hot oil?
 - When making chicken cutlets what are the safety procedures you need to follow to prevent illness or injury?
- Cooking method identification matching activity

Resources:

- Intro to Culinary Arts Fourth Edition Chapter
- Online resources including *YouTube*, *Google*, *Microsoft*, *Kahoot*, *Quizziz*, *EdPuzzle*
- Websites including *King Arthur Baking Company* (<https://www.kingarthurbaking.com/>), *Pastry Chef Central* (<https://www.pastrychef.com/>), *Pastry Arts Magazine* (<https://pastryartsmag.com/>), *The Culinary Institute of America* (<https://www.ciachef.edu/online-resources/>)
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Interdisciplinary Connections

Indicators:

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- **Science:** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- **Social Studies:** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- **Health & Physical Education:** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts:** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Tech Ed:** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators: Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit Title: 4 Baking and Pastries

Unit Description: In this unit, students will understand the science behind baking and pastry arts including leavening agents and common recipe ingredients. Students will be able to understand the purpose of each common baking ingredient in baked goods and pastries and how a change in each could affect the final baked good/pastry outcome. Students will learn that baking requires precise and exact measurements to ensure a high quality baked good and/or pastry.

Unit Duration: 15-21 days/5-7 cycles

Desired Results**Standard(s):**

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators:

- Demonstrate knowledge of measurement tools and equipment.
- Implement proper measuring and preparation methods for baked goods.
- Identify bakeshop ingredients and their functions.
- Understand how each ingredient affects the baked good outcome.
- Identify and explain the three types of leavening agents.
- Infer when to use a fat that lacked flavor versus when to use a flavorful fat.
- Compare and contrast between a pie and a tart.
- Reflect on prepared baked goods or pastries and performance during the lab.

Understandings:

Students will understand that...

- Leavening agents affect outcomes when baking
- Baking requires precise measurements
- Understand ingredient functions to help determine the final texture, flavor, color, and appearance/presentation of baked goods and desserts

Essential Questions:

- **Why is baking considered an exact science?**
- **How can the change of ingredients and ingredient quantities in a baked good recipe affect the final outcome?**
- **How does changing the leavening agent in a baked good affect the final outcome?**
- **Why do you need to change other recipe ingredients to encourage proper leavening in recipes?**

- Present work from professional portfolio explaining accomplishments and challenges.
- Explain what they have learned during the school year and how they will apply what they have learned to the industry.

Assessment Evidence

Performance Tasks:

Independently performing all necessary requirements to prepare:

- **Cookies** (using chemical leavening agent)
- **Pie** (using physical leavening agent)
- **Cream Puffs** (using physical leavening agent)
- **Pretzels** (using organic leavening agents)
- **Pizza** (using organic leavening agents)
- **Cinnamon Rolls** (using organic leavening agents)
- **Baked Alaska or Meringue** (focus on physical leavening using whipped egg whites for presentation)
- **Fruit Tart** (focus on presentation and use of chemical leavening agent)

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities
- Rubric for laboratory experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle

Benchmarks: (Rubrics attached at end of document)

- Rubric for writing activities
- Rubric for laboratory experiences
- **Cupcake Wars** (using chemical leavening agents) (using rubric and staff judges for assessment)
- Yeast leavened baked good “bake-off” (using rubric and staff judges for assessment students will prepare any yeast leavened baked good or pastry. Students will be assessed on the

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:

- **Journal Entry Topics:**
 - thoughts and ideas regarding leavening agents
 - likes and dislikes regarding baked goods and pastries
 - skillset needed to achieve in the baking and pastry field
 - how science affects the outcome of a finished baked good/pastry product
 - compare and contrast baking principles versus cooking principles
- Kahoot or Quizizz identifying types of leavening agents, baking ingredient identification and explanation
- EdPuzzles on leavening agents, cookie science, cupcake baking, or teacher choice.

- Leavening Agent Activity (experimenting with different leavening agents)

Resources:

- Intro to Culinary Arts Fourth Edition Chapter
- Online resources including *YouTube*, *Google*, *Microsoft*, *Kahoot*, *Quizziz*, *EdPuzzle*
- Websites including *King Arthur Baking Company* (<https://www.kingarthurbaking.com/>), *Pastry Chef Central* (<https://www.pastrychef.com/>), *Pastry Arts Magazine* (<https://pastryartsmag.com/>), *The Culinary Institute of America* (<https://www.ciachef.edu/online-resources/>)
- In class and IMC resources including *cookbooks*, *magazines*, and *other literary resources from the IMC*.

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
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Unit (5) Title: Career Exploration

Unit Description: In this unit, students will be introduced to Hospitality and Foodservice industry Careers. Students will learn how to apply their new culinary knowledge to a career in the Hospitality and Foodservice industry.

Unit Duration: 6-9 days/2-3 cycles

Desired Results

Standard(s):

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
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Indicators:

- Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- Describe career opportunities and qualifications in the restaurant and food service industry.
- Identify career pathways that highlight personal talents, skills, and abilities

Understandings:

Students will understand that...

- There are many careers within the Hospitality and Food Service Industry.
- A professional portfolio explaining accomplishments and challenges is essential to the hiring process for Hospitality and Food Service Industry professionals.

Essential Questions:

- **Which of the many careers associated with the Hospitality and Foodservice industry could you explore with your current culinary knowledge?**
- **What personal skills do you need to attain to be an effective leader in the foodservice industry?**

- Many things learned from the past year can be applied to the Hospitality and Food Service Industry.

Assessment Evidence

Performance Tasks:

Career Exploration Lab Project: Evaluation of different careers and development of various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities
- Rubric for laboratory experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle

Benchmarks: (Rubrics attached at end of document)

- Journal Entry Topics:
 - Describe career opportunities and qualifications in the restaurant and food service industry.
 - Identify career pathways that highlight personal talents, skills, and abilities
- Submission of student’s final portfolio including all learned materials.
- “Chopped”- Open ended student choice food activity
- OneDrive student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects,

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:

- **Journal Entry Topics:**
 - Thoughts and ideas about culinary careers and the skillset needed to achieve a culinary career, explanation of why communication, collaboration, teamwork, understanding diversity, resolving conflicts including receiving and giving criticism, and managing yourself effectively are important to becoming a successful leader and culinary professional.
- EdPuzzles on culinary careers and “Day in the Life of a... (ex. Pastry Chef, Assisted Living Chef, etc.)”
- Kahoot or Quizziz on identifying language that is effective for criticism and language that should be avoided for resolving conflict.
- **OPTIONAL:** Team activity: (Introduction to Culinary Arts Fourth Edition Unit 6: Chapter 22.2 pg. 752): Divide students into two-person teams. Each team will be given a complicated recipe. Students will discuss how they will prepare the recipe as a team, dividing responsibilities based on each individual’s strengths and weaknesses. Then, as a test of ability to work as a team, students will prepare the recipe without talking. Students will watch their team members. If a student is in need of help, their team members will provide help. A good team should be able to work effectively, without speaking, with everyone accomplishing his or her part of the task. After students prepare the dish, they will discuss the experience. Did they learn anything about teamwork?

Resources:

- Introduction to Culinary Arts Fourth Edition Unit 6: Chapter 22
- Online resources including *YouTube, Google, Microsoft, Kahoot, Quizziz, EdPuzzle*

- In class and IMC resources including cookbooks, magazines, and other literary resources from the IMC.
- Websites including The Culinary Institute of America (<https://www.ciachef.edu/>), Indeed (<https://www.indeed.com/>), National Restaurant Association (<https://restaurant.org/>), Auguste Escoffier School of Culinary Arts (<https://www.escoffier.edu/>), and other culinary industry websites of teacher choice.

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Culinary Writing Activities Rubric

	Executive Chef (3) 15 points	Sous Chef (2) 12 points	Line Cook (1) 10 points
Clarity and Organization	Writing is exceptionally clear, well-structured, and flows smoothly, demonstrating a high level of coherence.	Writing is well-organized and effectively conveys ideas with clarity.	Writing is generally clear but may have some inconsistencies or lack of structure.
Language and Vocabulary	Exhibits an extensive culinary vocabulary, employing language skillfully and displaying mastery of technical culinary terms.	Utilizes a good range of culinary terminology and demonstrates effective use of language.	Vocabulary is basic and may lack variety or precision.
Creativity and Descriptive Writing	Exhibits exceptional creativity and vivid descriptive writing that captivates readers and brings culinary experiences to life.	Demonstrates creativity in expressing culinary concepts with descriptive and engaging language.	Shows attempts at creativity but may lack originality or descriptive details.
Research and Knowledge	Displays extensive culinary knowledge, incorporating nuanced and in-depth research to support arguments or explanations.	Shows a good grasp of culinary knowledge and incorporates accurate information into the writing.	Demonstrates basic understanding of culinary concepts with some factual inaccuracies.
Structure and Coherence	Exhibits impeccable structure and flawless coherence, seamlessly guiding readers through a well-crafted and logical progression of ideas.	Writing is well-structured and coherent, with clear connections between ideas and paragraphs.	Writing may have some inconsistencies in structure and lack coherence between ideas.
Grammar and Mechanics	Displays impeccable grammar and mastery of mechanics, with flawless adherence to conventions of punctuation, spelling, and sentence construction.	Demonstrates solid grammatical skills and follows conventions of punctuation, spelling, and sentence structure.	Writing may contain frequent grammatical errors and inconsistencies in mechanics.
Overall Impact and Engagement	Makes a lasting and exceptional overall impression, engaging the reader with compelling, thought-provoking, and memorable content.	Leaves a strong overall impression and effectively engages the reader with compelling content.	Leaves a positive overall impression but may lack impact or fail to fully engage the reader.

Culinary Writing Journal Rubric

Content	<i>Executive Chef 10 points</i>	<i>Sous Chef 8 points</i>	<i>Line Cook 5 points</i>
<i>Knowledge and Understanding (up to 10 points)</i>	Thorough and insightful understanding of culinary concepts.	Adequate understanding of culinary concepts.	Limited or inaccurate understanding of culinary concepts.
<i>Relevance and Accuracy</i>	Fully addresses the topic or prompt with relevant and insightful information. Accurate and precise information.	Partially addresses the topic or prompt. Partially accurate information.	Irrelevant or off-topic content. Inaccurate or misleading information.
<i>Examples and Evidence</i>	Presents specific, relevant, and well-integrated examples and evidence.	Provides some examples or evidence, but they are limited or not well-integrated.	Lacks supporting examples or evidence.
Organization	<i>10 points</i>	<i>8 points</i>	<i>5 points</i>
<i>Structure</i>	Clear and well-defined structure with a logical progression of ideas.	Partially organized structure with some logical progression.	No clear structure or organization.
<i>Coherence</i>	Ideas are presented in a coherent and organized manner, supporting a clear overall message.	Ideas are somewhat coherent, but some connections between them may be unclear.	Ideas lack coherence and are disorganized.
Style and Creativity	<i>10 points</i>	<i>8 points</i>	<i>5 points</i>
<i>Clarity</i>	Writing is clear, concise, and easy to understand.	Some clarity issues, but overall understandable.	Writing is unclear and difficult to understand.
<i>Descriptive Language and Creativity</i>	Engaging and vivid descriptive language effectively captures culinary experiences. Shows originality and creativity in expressing culinary experiences or exploring culinary concepts.	Attempts at descriptive language, but it may be vague or not effectively used. Limited attempts at creativity.	Lacks descriptive language or uses it inappropriately. Lacks originality and creativity in expressing culinary experiences or exploring culinary concepts.

Grammar and Mechanics	<i>10 points</i>	<i>8 points</i>	<i>5 points</i>
<i>Sentence Structure</i>	Uses varied and well-constructed sentence structures with minimal errors.	Some errors in sentence structure.	Frequent errors in sentence structure.
<i>Grammar, Punctuation, Spelling, and Vocabulary</i>	Demonstrates correct usage of grammar and punctuation with minimal errors. Exhibits strong spelling skills and a wide range of culinary vocabulary.	Some errors in grammar and punctuation. Some spelling errors and limited vocabulary.	Frequent errors in grammar and punctuation. Frequent spelling errors and limited vocabulary.
<i>Proofreading</i>	Shows evidence of careful proofreading and editing to minimize errors.	Some errors in proofreading, but overall shows some effort.	Numerous errors in proofreading, indicating a lack of attention to detail.

General Culinary Lab Activities Rubric

Cooking Method Labs Rubric

	Executive Chef (3) 15 points	Sous Chef (2) 12 points	Line Cook (1) 10 points
Clarity and Organization	Writing is exceptionally clear, well-structured, and flows smoothly, demonstrating a high level of coherence.	Writing is well-organized and effectively conveys ideas with clarity.	Writing is generally clear but may have some inconsistencies or lack of structure.
Language and Vocabulary	Exhibits an extensive culinary vocabulary, employing language skillfully and displaying mastery of technical culinary terms.	Utilizes a good range of culinary terminology and demonstrates effective use of language.	Vocabulary is basic and may lack variety or precision.
Creativity and Descriptive Writing	Exhibits exceptional creativity and vivid descriptive writing that captivates readers and brings culinary experiences to life.	Demonstrates creativity in expressing culinary concepts with descriptive and engaging language.	Shows attempts at creativity but may lack originality or descriptive details.
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Student Self Reflection/Evaluation Form

Kitchen Lab- Student Evaluation

Your Name _____

Date(s) of Lab _____

Names in Group:

Food(s) prepared:

1. _____

2. _____

3. _____

4. _____

1. What did **YOU** do during the lab? (**Pre-lab work, set up, cooking, clean up?**) **BE SPECIFIC!**

a. _____

b. _____

c. _____

d. _____

2. What went well during the lab? (**Fill out for each letter**) **BE SPECIFIC**

a. _____

b. _____

c. _____

3. What did **not** go so well during the lab? (**Fill out for each letter**) **BE SPECIFIC**

a. _____

b. _____

c. _____

4. Evaluation of the food product (aroma, flavor, appearance, texture)- **use at least 2 descriptive words per sensory area. DO NOT USE GOOD, GREAT, OR AWESOME, OK. BE SPECIFIC!!**

Aroma: a. _____ Flavor: a. _____

b. _____ b. _____

Appearance: a. _____ Texture: a. _____

b. _____ b. _____

5. For **letters a and b**: Describe what you thought of the **finished product**- remember to stay positive. **Letter c**: Explain **why** you did like or did not like **finished product**. (3)

a. _____

b. _____

c. _____