



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 2				
Grade Level(s):	10, 11, & 12				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	This course is designed to provide students with an in-depth understanding of advanced culinary techniques, specialized areas of the kitchen, and essential concepts related to safety, sanitation, and cost control. Students will develop advanced skills in baking and pastry arts, soups, sauces, and stocks, potato, grain, and starch cookery, breakfast cookery, Garde Manger, and meat, poultry, and fish preparation and cookery. The course will also introduce students to foodservice careers and equip them with the knowledge and skills necessary for success in the culinary industry. Students must pass Culinary Arts 1 successfully with a grade of 76 or higher and demonstrate professional behaviors within the classroom and in the kitchens.				
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 and Sanitation Food Handler

Unit Description:

Students will learn about safety and sanitation in foodservice and how to prevent illness and injuries. Students will hone their knife skills to prevent injuries and produce quality knife cuts in the kitchen. Through clear and effective communication students will build collaboration and teamwork with their peers.

Unit Duration: 9 days/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.
- 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:

- Review ServSafe Food Handler guidelines and procedures for identifying food borne illnesses, food hazards, personal hygiene, and food safety.
- Review basic safety/sanitation protocols presented from *Culinary 1*.
- Identify ways to prevent cross-contamination.
- Create and explain a master cleaning schedule/checklist for the culinary lab.
- Demonstrate expected lab procedures.
- Demonstrate knowledge of safety and sanitation through a ServSafe assessment.

Understandings:

Students will understand that...

- Identifying food borne illnesses and how to prevent each is critical to the success of the foodservice business and to prevent illness.
- Preventing cross contamination, cross contact, following proper time and temperature procedures, following proper cleaning and sanitizing guidelines, following proper personal hygiene procedures are important to the flow and success of the foodservice business.
- There are food industry careers within the safety and sanitation field.

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?
- How can handling a knife and other kitchen tools properly influence the food service business?
- How can proper knife skills influence the cost and sales of a food service business?

- What careers opportunities are available with the knowledge of safety and sanitation?

Assessment Evidence

Performance Tasks:

- Independently performing all necessary requirements to prepare:
 - Crepes filled with fresh fruit and whipped cream
 - Grilled Chicken Caesar Salad
 - Mixed Vegetable Stir Fry (Knife Skills)
- Create and explain a master cleaning schedule/checklist to be used in the culinary labs throughout the year.
- Research the careers associated with the knowledge of food safety and sanitation.

Other Evidence:

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

Benchmarks: (All rubrics attached at end of document.)

- Rubric for writing activities
- Rubric for laboratory experiences
- Demonstrate knowledge of safety and sanitation through a ServSafe assessment.
- 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 Entry Topics:

- Explain a food borne illness outbreak and ways a cook could prevent them.
- In which ways can a food become contaminated with pathogens?
- Do you think only an Executive Chef is responsible for food borne illness? Why or why not? If not, who else could be responsible for a food borne illness in a foodservice establishment?
- In which ways does time and temperature affect the safety and sanitation of uncooked and cooked foods?
- How can YOU prevent a kitchen accident from happening?
- What should you do if there is a fire in the kitchen? Is it a good idea to throw water on a grease fire or allow oxygen to reach the fire?
- Why is it important to properly and safely use a kitchen knife? Why is it important to choose the right knife for the task?

Writing and Lab Activities:

- Demonstrate expected lab procedures.
- Kitchen Crime Scene: Groups of 3 students are assigned 1 safety and sanitation procedure in the kitchen. Each group will create a kitchen that breaks the safety and sanitation procedure they were

assigned. Other groups will tour the kitchen writing down the hazard and create a HACCP for each hazard.

- In groups, students will be assigned one safety and/or sanitation hazard in the kitchen and create an infographic, radio commercial, or TV commercial (could pair with TV and production teacher to record the videos and show on wake up TWP) that explains the hazard and how to prevent illness or injury from that hazard.
- In groups, students will create an onion cutting knife safety and skills demonstration to the class or one-on-one with teacher.

STUDENTS WILL CONTINUE THEIR CULINARY PROFESSIONAL PORTFOLIO FROM CULINARY 1.

Resources:

- Introduction to Culinary Arts Fourth Edition Unit 1
- ServSafe textbook
- Teacher created PowerPoints
- Online resources including *YouTube*, *Google*, *Microsoft*, *Kahoot*, *Quizziz*, *EdPuzzle*
- Websites including *Food Safety Gov* (<https://www.foodsafety.gov/>), *Center for Disease Control and Prevention* (<https://www.cdc.gov/foodsafety/>), *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 in 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.
- **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 (2) Title: Introduction Careers in Foodservice**Unit Description:**

Students will learn about the various foodservice/culinary careers and the skills that are needed to obtain and be successful in the workforce. By developing career goal plans, resumes, and interview skills students will gain the knowledge needed to succeed in the hiring process of a culinary career. Students will understand the importance of building relationships, team collaboration, and communication within the workforce.

Unit Duration: 6 days/2 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 the skills and certifications needed for success in the food industry and hospitality.
- Prepare a job search plan along with a resume.
- Discuss the importance of mentorship for career success.
- Explain the steps in choosing a college or trade school by researching various post-secondary institutions.
- Explain the evolution of the culinary industry
- Describe the different career pathways in today's culinary industry
- Understand the educational requirements for different culinary careers.
- Understand the different roles and responsibilities in the culinary industry and the professional attributes that are required by each.

Understandings:

Students will understand that...

- A job search plan is an important first step to becoming employed.
- Creating plans, goals, resumes, building relationships with culinary professionals, developing a skillset, and gaining experience and/or choosing a school for education can positively impact the hiring process for a person looking to obtain a culinary industry career.

Essential Questions:

- What is the importance of creating goals and plans in the culinary industry hiring process?
- Why is it important to be aware of your skillset when beginning the culinary industry job search?
- How can education and/or experience benefit a culinary professional?
- Why can a mentor or professional reference benefit you during the application process in the culinary industry?

- There are many careers within the food industry that are outside of being a restaurant chef.

Assessment Evidence

Performance Tasks:

- Create a job search plan.
- Create an infographic, website, or commercial for a foodservice job employee posting.
- Create a diagram, video explanation, or infographic listing the various roles in kitchens or

Other Evidence:

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

Benchmarks:

- Rubric for writing activities
- Rubric for laboratory experiences
- OneDrive or Schoology 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.

Examples:

- Create a resume for a college or industry career.
- Interview with teacher for the college or industry career. (Student can choose to be the interviewer or the interviewee both truly understanding and knowing the skills and knowledge needed for the job position. Student must be prepared in proper attire and be fully prepared for the interview.)

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:

- List the culinary industry professions and explain the skills and knowledge needed to obtain the professions.
- Create a career goal plan if you were to enter the culinary industry.
- Describe the application, interview, and hiring process for a culinary profession.

Writing Activities:

- Develop a list of skills that are needed for the provided culinary profession.
- Create a job posting for a website for your chosen culinary profession.

Resources:

- Introduction to Culinary Arts Fourth Edition
- Online resources including *YouTube*, *Google*, *Microsoft*, *EdPuzzle*
- Websites including The Culinary Pro (<https://www.theculinarypro.com/choosing-your-niche>), Institute of Culinary Education (<https://www.ice.edu/>), Culinary Schools.Org (<https://www.culinaryschools.org/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>),

The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Indeed (<https://www.indeed.com/>), and other teacher selected professional websites.

- *In class and IMC resources including cookbooks, magazines, and other literary resources from the IMC.*

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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
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Interdisciplinary Connections

Indicators:

- **ELA:**
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Integration of 21st Century Skills

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Unit (3) Title: Introduction to Cost Control

Unit Description: This unit will provide students with a comprehensive understanding of the basic principles, strategies, and techniques necessary for the effective management of food costs and control in the culinary establishments. Students will learn how to accurately calculate the cost and selling prices of recipes and menu items.

Unit Duration: 3 days/1 cycle

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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Indicators:

- Determine cost per serving and the total cost of a recipe.

Understandings:

Students will understand that...

- The cost per serving and total cost of a recipe determines the selling price of a menu item.

Essential Questions:

- How can effective food cost and control contribute to the financial success of a foodservice establishment?**

Assessment Evidence

Performance Tasks:

- Calculate the cost per serving for a given recipe.
- Calculate the cost of a full recipe.
- Calculate the selling price of the menu items on the previous recipe.

Other Evidence:

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

Benchmarks:

- Rubric for writing activities
- Calculate the cost per serving, total cost, and selling price for given recipes and menu.
- OneDrive or Schoology 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 Entry Topics:**

- Explain the factors that are taken into consideration when planning and pricing a menu.

Resources:

- Introduction to Culinary Arts Fourth Edition
- Online resources including *YouTube*, *Google*, *Microsoft*, *EdPuzzle*
- Websites including The Culinary Pro (<https://www.theculinarypro.com/choosing-your-niche>), Institute of Culinary Education (<https://www.ice.edu/>), Culinary Schools.Org (<https://www.culinaryschools.org/>), *Pastry Chef Central* (<https://www.pastrychef.com/>), *Pastry Arts Magazine* (<https://pastryartsmag.com/>), *The Culinary Institute of America* (<https://www.ciachef.edu/online-resources/>), *Indeed* (<https://www.indeed.com/>), and other teacher selected professional websites.
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Unit (4) Title: Advanced Bakery and Pastry

Unit Description: In this unit students will gain knowledge of advanced baking and pastry arts techniques, formulas, and methods used in bakeshops or pastry arts. Through a combination of instruction and hands-on experiences, students will refine their abilities in creating quick breads, laminated doughs, various pastries, artisan breads, cake decorating, intricate chocolate work, pastry presentation, and cookie baking and decorating. By the end of the unit, students will have acquired the expertise and creativity necessary to excel in the demanding and artistic field of baking and pastry arts.

Unit Duration: 39 days/ 13 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.
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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:

- Reflection on formulas used in the bakeshop
- Identify methods of mixing (creaming and well mixing) and baking of quick breads and evaluate the outcome of baked goods made using each mixing method.
- Prepare, sample, and evaluate different types of quick breads: (including muffins with streusel topping, biscuits, scones, shortcakes, soda bread, & loaf breads).
- Prepare a biscuit or pastry dough using laminated dough.
- Prepare, sample, and evaluate a variety of filled pies or tarts (pumpkin pie, fruit pie, fruit tart, or custard pie) using a variety of doughs and toppings (including flaky dough, crumbly dough, or cookie dough, top crust, lattice, or streusel/crumb)
- Prepare custards to use in fruit tarts or pies, ice cream, and cream puff filling.
- Prepare, sample, and evaluate the different kinds of cookies and their method of preparation including how to shape and decorate cookies.
- Experiment with cake baking. (Vanilla sponge cake, angel food cake, marbleized pound cake, and/or yellow cake)
- Understand the different types of frostings/buttercreams and when to use each one within a recipe/final product.
- Experiment with cake building and decorating. (Layer cake with variety of buttercreams appropriate for cake type and product goal ex. Layered cake for birthday.)

- Identify various types of chocolate, how to melt, temper, and store chocolate, and prepare a ganache for chocolate truffles. Temper chocolate for chocolate bars (collab with business department for a market research project)
- Prepare, sample, and evaluate several different types of breads, rolls, and pastries, such as baguettes, dinner rolls, and a classic Danish.
- Prepare, plate, sample, and evaluate a pastry with choux paste, phyllo dough, or puff pastry (eclairs, profiteroles, or Baklava) using the 3 elements of a plated dessert (flavor, texture, and temperature).
- demonstrate and execute how to plate a dessert using the 3 elements of a plated dessert
- List the careers associated with the baking and pastry field and explain the skillset, experience, and/or education needed for obtaining the careers.

Understandings:

Students will understand that...

- Knowing the different types of baked goods and pastries is key to preparing the perfect final product.
- *Changing ingredients, ingredient quantities, formulas, preparation methods, or components will change or affect the outcome of the baked good or pastry.*
- *Proper and beautiful pastry presentation can encourage customer purchases.*
- *There are many careers associated within the baking and pastry arts field.*

Essential Questions:

- **Why is it important to know and understand the various types of cookies, cakes, pies, chocolates, buttercreams, custards, and doughs when baking or creating pastries?**
- **How can a change of recipes, formulas, preparation methods, ingredients, or components change or affect the outcome of a baked good or pastry?**
- **Is pastry presentation essential to the success of a bakeshop?**

Assessment Evidence

Performance Tasks:

Independently performing all necessary requirements to prepare:

- **Advanced pie crusts and tarts** (variety of doughs, variety of fillings, variety of toppings. Including pumpkin pie, lattice topping, and flaky dough)
- **Advanced cookies** (preparing the different types of cookies)
- **Cakes** (different types necessary for a variety of events)
- **Buttercreams/frostings** (Variety of buttercreams used for cakes, layered cakes, or cupcakes)
- **Chocolate Ganache Truffles/chocolate bars** (interdisciplinary with business department for a chocolate bar shop/sale)
- **Quick breads** (biscuits, muffins, scones, soda bread, short cakes, or loaf breads) using well mixing or creaming mixing method. Biscuit using laminated dough.
- **Breads** (baguettes, dinner rolls, and/or a Danish) with a focus on yeast fermentation, proofing, dividing, shaping, and baking of dough.

Other Evidence:

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

- **Pastries** (Baklava, Profiteroles, or Eclairs) with a focus on the preparation of the dough and the plated presentation.
- **Custards** (cream anglaise for ice cream, pastry cream for tart filling)

Benchmarks:

Rubric for laboratory experiences

- **Final Decorated Cake** (appropriate type of cake for final cake goals that is layered, filled, and decorated using the correct buttercreams that utilize various piping designs. Students must have a written plan before executing that was collaborated with group members. The recipe, shopping list, and costing must be included.)
- **Student constructed cookie** (students choose flavors, type, and ingredients using a specific texture and flavor profile as their goal)

Learning Plan

Learning Activities:

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

Writing Journal Entry Topics:

- Why is a quick bread quicker to make than a yeast bread?
- How does the well mixing method differ from the creaming mixing method?
- You are creating a new muffin recipe and you want it to be light and fluffy. Would you use the well method or the creaming method?
- In an emergency could you substitute baking powder for baking soda? Baking soda for baking powder? Would you need to change the recipe?
- A muffin made by using the well method did not rise well and was heavy, misshapen, and filled with air holes. What might have happened?
- What are the 3 types of leaveners?
- What is a baking formula?
- What is the difference between a pie pan and tart pan?
- In a bakeshop, when would you want to use a less flavorful fat?
- If you were working with chocolates, fudge, or caramel, which type of work surface would you use?
- What are the basic types of yeast dough?
- What are the basic steps in the straight dough-mixing method?
- What is a pre-ferment? When would you use a pre-ferment?
- What do both soft dough and enriches dough have that lean dough doesn't?
- Why is the shape of a bread, roll, or pastry important?
- Why is fresh-baked bread cooled on racks and not on shelves?
- What is pan proofing? What is the purpose of bench proofing?
- What makes yeast bread taste like alcohol?
- Your pizza is soggy and didn't rise properly. What might have happened?
- What is the purpose of evaluating your finished product?
- What is the culinary career associated with being a baker or pastry chef and what are the entry-level requirements?
- What is the rubbed-dough method for making biscuits and scones?
- How do you make laminated biscuits? What is the texture of a laminated biscuit?
- Two job candidates are asked to make biscuits. Why does the one who uses the laminating process get hired?
- You order "fluffy buttermilk biscuits" from a menu, but hard, flat disks are served instead. What might have gone wrong with the biscuits?
- Which are more likely to be flakier, rolled and cut biscuits or drop biscuits? Explain why.
- What are the seven variations of chocolate commonly used in baking?

- What is tempering chocolate, why is it important, and when is it used?
- What is ganache and what is ganache used for?
- If chocolate that had been stored for a long time, was melted, and it was too thick, what might have happened to it during storage?
- What are the three types of custard?
- What are the four basic components of a mousse?
- What is the purpose of tempering the eggs when making custard?
- What are the basic ingredients used for both cookies and cakes?
- What are the main types of cookies?
- What are mixing methods for cookies and the mixing methods for cakes?
- Why is it necessary to cream cookie ingredients for only a short period of time?
- What is the difference between a pie and a tart?
- What is the difference between a cream filling and custard filling?
- If your major component is a brownie, what might you do to make a memorable plated dessert?
- What are the steps to making a choux pastry? What are some desserts that use choux pastry?
- What are the types of pie filling?
- When performing a lattice topping on a pie, how might you seal the edges of the strips when the lattice work is finished?
- Why would a professional bakery or restaurant want its pies to have perfectly fluted crusts?
- What is the difference between sabayon and meringue? What are each used for?

Lab Activities:

- “Divide into four teams. Each team will locate a baking recipe that is not written as a baking formula. Every team will share a copy of its baking recipe with the other three teams (so each team will have the same four recipes). Each team will then convert the recipes to baking formulas. Compare the results.” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 17, pg.582*)
- “Divide into two teams. One team will prepare a bread recipe, using active dry yeast. The other team will prepare the same recipe, using instant yeast. All other ingredients should be identical, and the measured amounts should be identical. Compare the results.” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 17, pg.591*)
- “Divide into two teams. Using the same recipe, make muffins. One team will use the well method and the other will use the creaming method. Evaluate the differences, focusing on the differences in texture and flavor.” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 18, pg. 611*)
- “Divide into three teams. Decide on a pie filling. Each team will make a different version of a pie shell and fill it with the same fillings. Team 1 will make the pie using a flaky dough. Team 2 will use cookie dough. Team 3 will use crumbly dough. Evaluate the pies.” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 19, pg.673*)

Writing Activities:

- “Flatbreads are used in many cultures and in different ways. Research two more examples of flatbread. Indicate the country where the flatbread originated and the food with which it is served.” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 17, pg.600*)
- “Measure the volume capacity of a loaf pan by filling it three-fourths full of water. Then measure the capacity of an individual muffin in a muffin tin that makes 12 muffins by filling it half full of water. 1. Calculate how much muffin batter is required for the muffin tin. 2. How many muffin tins will the batter for a loaf pan fill?” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 18, pg.611*)
- “Research how chocolate has moved from being a food reserved for royalty and the elite to become a treat for everyone.” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 19, pg.632*)
- “Many cultures have a specific tradition for wedding cakes. Research traditional wedding cake styles for France, England, and the United States. Compare and contrast the different traditions.” (*Introduction to Culinary Arts Fourth Edition Unit 4 Ch. 19, pg.662*)

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Resources:

- ***Introduction to Culinary Arts Fourth Edition Unit 4:***

- Quick Breads (Unit 4 Ch 18.1 pg. 606-620)
- Laminated Doughs (Unit 4 Ch 18.2 pg. 619)
- Mixing Methods (Unit 4 Ch 18.1 pg. 607- 608) & (Unit 4 Chapter 19.3 pg 654-657)
- Pies and Tarts (Unit 4 Chapter 19.4 pg 663-668)
- Custards (Unit 4 Chapter 19.2 pg. 633-638)
- Cookies (Unit 4 Chapter 19.3 pg. 642-654)
- Buttercreams (Unit 4 Ch 19 pg. 658-662)
- Frosting and Piping Techniques (Unit 4 Ch 19 pg 660-662)
- Chocolate (Unit 4 Ch 19.1 pg. 625-632)
- Shaping Dough (Unit 4 Ch 17.2 pg 583-600)
- Pastry Doughs (Unit 4 Ch 19 pg. 668-670)
- Plating Desserts (Unit 4 Ch 19 pg.672-673)

- Online resources including *YouTube, Google, Microsoft, Kahoot, Quizziz, EdPuzzle*
- Websites including The Culinary Pro (<https://www.theculinarypro.com/choosing-your-niche>), Institute of Culinary Education (<https://www.ice.edu/>), King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Culinary Schools (<https://www.culinaryschools.org/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Magnolia Bakery (<https://www.magnoliabakery.com/>), Max Brenner (<https://maxbrenner.com/>), Indeed (<https://www.indeed.com/>), Breadtopia (<https://breadtopia.com/>), Social Media Accounts of Well Known Chefs, 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 in 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.
- **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 (5) Title: Advanced Stocks, Soups, Sauces

Unit Description: Students will focus on developing advanced culinary skills in preparing and mastering sauces, soups, and stocks. Students will be provided with an understanding of the foundations, techniques, flavor profiles, and applications of sauces, soups, and stocks in various culinary preparations.

Unit Duration: 21 days/ 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:

- Identify basic ingredients used in stocks and sauces.
- Describe the percentage and components of Mirepoix and other aromatics used for stocks, soups, and sauces.
- Compare and contrast stock types
- Understand how to skim, degrease, and clarify stock.
- Define and prepare, use, and store basic stocks and use for a soup or sauce.
- Demonstrate ways to thicken soup, stock, or a sauce using different thickeners.
- Define and demonstrate how to make several different kinds of soups.
- Understand the components and demonstrate how to make the five mother sauces.
- Prepare the five mother sauces needed for course level recipes

Understandings:

Students will understand that...

- Stocks are the key base for many sauces and soups.
- Sauces enhance the flavors of a dish.
- Using the correct ingredients and ingredient percentages will affect the outcome of a stock, soup, or sauce.
- Mother sauces play a large role in creating other sauces or a variety of other recipes.
- Many kitchens assign a person to be responsible for the stocks, soups, and sauces.

Essential Questions:

- **What impact does a quality stock have on a soup or sauce?**
- **What is the influence of understanding how to prepare a stock, sauce, and soup to a culinary professional's success?**
- **What is the role of mother sauces in creating a foundation for other sauces?**
- **What is the role of the person responsible for the stocks, soups, and sauces in a kitchen?**

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Assessment Evidence

<p>Performance Tasks: Independently performing all necessary requirements to prepare:</p> <ul style="list-style-type: none"> • Chicken or turkey stock using chicken backs, neck, wing tips, and vegetables • Variety of seasonal soups (French vegetable soup/Soupe au Pistou, black bean soup, cream of broccoli, pumpkin bisque, French Onion soup) • Mother sauces tasting • Spaghetti with Marinara OR Macaroni and Cheese • Chicken Pot Pie (using velouté) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Classwork • Formative assessments • Rubric for writing activities • Rubric for laboratory experiences • Journal observations during lab experiences • Observation and coaching during lab activities • Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle
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<p>Benchmarks:</p> <ul style="list-style-type: none"> • Rubric for laboratory experiences. → Example: Sauce-Making Activity (each group is assigned a mother sauce, a list of ingredients, and recipes that use the mother sauce. Students must create one of the recipes.) → Example: Soup Mastery Party (each group is assigned a type of soup, students research a recipe and prepare a recipe that exemplifies their assigned type, students present their soups to the class following a class discussion about the importance of knowing how to prepare a soup.) • Rubric for writing activities. • OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of

Learning Plan

<p>Learning Activities: Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.</p> <p>Examples:</p> <p>Writing Journal Entry Topics:</p> <ul style="list-style-type: none"> → How does a well-made stock or broth affect the flavors of a dish? → Why do you think it is important to know the basics (ratios/formulas) of making a sauce, soup, or stock? → How do you think a poorly made stock will affect the outcome of a sauce or soup? → In which ways can you utilize Mother Sauce? → Why do you think it is important to know the types of soups and how to prepare each? → What would happen to a clear broth if you simmered potatoes in it? → What is the difference between a puree soup and a cream soup? → Describe five ways you could garnish your favorite soup. → Explain the process of using a clarification in making a consommé. → Which Mother Sauces cannot be stored? → What will happen to bearnaise sauce if it gets too hot? → What is the difference between espagnole sauces and jus de veau lie?
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- What is the mother sauce used as the base for the light-colored sauce that uses Gruyere and Parmesan cheese?
- Describe the steps in making a roux. Explain the different types of roux and what they are used for.
- Why do you think fine restaurants emphasize the quality of their sauces?
- What is the career or kitchen position that focuses on sauces, soup, and stocks? What are the entry level requirements to obtain the position?
- What are the three types of thickeners commonly used to prepare sauces?

Writing Activities:

- “Research three different types of chowder. Write a description of each type of chowder, pointing out their similarities and differences.” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 14, pg. 493)
- Create a visual guide for the five Mother Sauces including ingredients, process, and 3 derivative sauces.

Lab Activities:

- “Prepare chicken stock from unroasted bones, mirepoix, and a sachet d’epices. Make chicken stock from a purchased base. Taste the finished stocks and evaluate the results.” (Introduction to Culinary Arts Fourth Edition, Unit 3, Ch. 14, pg. 466)

Resources:

- Introduction to Culinary Arts Fourth Edition
- Basic Ingredients and Mirepoix (Unit 3 Ch 14 pg. 457-480), (Unit 2 Ch 6 pg. 188-190).
- Soups (Unit 3 Ch 14 pg 481-493)
- Stocks (Unit 3 Ch 14 pg. 457-465, 481-493)
- Sauces (Unit 3 Ch 14 pg.471-480)
- Thickening Agents (Unit 3 Ch.14 pg. 468-471)
- Online resources including *YouTube*, *Google*, *Microsoft*, *EdPuzzle*
- Websites including The Culinary Pro (<https://www.theculinarypro.com/choosing-your-niche>), Institute of Culinary Education (<https://www.ice.edu/>), Culinary Schools.Org (<https://www.culinaryschools.org/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Indeed (<https://www.indeed.com/>), and other teacher selected professional websites.
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Unit (6) Title: Potatoes/Grains/Pasta/Legumes

Unit Description: Students will focus on exploring the various potatoes, grains, legumes, and pastas in culinary arts. Students will learn about the various types of potatoes, grains, legumes, and pasta, their culinary applications, and various cooking techniques to prepare delicious and visually appealing dishes. Students will also focus on the proper handling and food safety practices while working with these ingredients.

Unit Duration: 12 days/ 4 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:

- Compare and contrasts various types of potatoes, grains, legumes and pastas
- Prepare, sample, and evaluate several different types of pasta, potatoes, legumes, and grain dishes.
- Prepare, sample, and evaluate pasta dishes such as homemade pasta, ravioli, and wontons
- Understand how to use and care for a pasta machine and all the attachments.

Understandings:

Students will understand that...

- Potatoes, grains, legumes, and pasta offer a diverse range of flavors, textures, and nutritional value, making them versatile and essential ingredients in culinary arts.
- Potatoes, grains, legumes, and pasta can transform into an array of diverse recipes when various cooking techniques are used.
- Choosing specific types of potatoes, grains, legumes, and pasta can enhance a recipe's flavor and texture.

Essential Questions:

- **How do the characteristics of different types of potatoes, grains, and pasta impact their culinary applications?**
- **How can potatoes, grains, and pastas be transformed into diverse recipes, flavors, textures, and nutritional values when used in culinary applications?**

Assessment Evidence

Performance Tasks:

- Stuffed homemade Pasta (ravioli, tortellini)
- Gluten Free Pasta Dough
- Lo Mein

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities

- Risotto w/ sauteed chicken or Jambalaya
- Gnocchi
- Homemade Potato Bread
- Roasted garlic Dutchess potatoes
- Quinoa salad
- Homemade Rye bread
- Homemade corn and flour tortillas
- Rices and Beans

- Rubric for laboratory experiences
- Journal observations during lab experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle

Benchmarks:

- Rubric for writing activities
 - Compare and contrasts various types of potatoes, grains, and pastas
 - Create an infographic, commercial, or presentation of the types of rice and what recipes they are best used for.
- Rubric for laboratory experiences
 - Prepare, sample, and evaluate several different types of pasta, potatoes, and rice dishes.
 - Prepare, sample, and evaluate pasta dishes such as homemade pasta, ravioli, and wontons.

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 potatoes have become such a large part of the American diet?
- List the types of potatoes and explain how to prepare and cook each.
- If you were making French fries, which potato should you use?
- What is the difference between durum and semolina flour? Which one would be best for making fresh pasta?
- What are the advantages and disadvantages to using fresh versus dried pasta in a restaurant or foodservice establishment?
- Which type of grain is most common in the United States?
- How can you incorporate more whole grains into your diet?
- What are some fun ways to use a whole grain?
- Would you enjoy a cold grain salad more in warm weather or in cold weather?
- Why is it important to store legumes properly?
- How do the quick-soak method and the long-soak method for preparing legumes differ?
- Explain the textural and flavor differences between rice pilaf and risotto. How are each prepared?

Writing Activity:

- Create a document that is visually appealing and easy to read for the cooking ratios for every type of grain.
- “Because legumes are inexpensive, easily stored, and highly nutritious, they are often used as an important part of the winter diet. Research hearty legume dishes suitable for a winter dinner. Describe the dish. Make sure to indicate the country or region in which the dish originated.” (Introduction to Culinary Arts Fourth Edition, Unit 3, Ch. 13 pg. 441)
- “Research Thai noodles. What are the names of the noodles commonly used in Thai cooking? What grains or legumes are they made from? Research recipes for different styles of Thai noodle dishes. Based on your research, prepare a Thai noodle dish.” (Introduction to Culinary Arts Fourth Edition, Unit 3, Ch. 13 pg. 443)

Lab Activity:

- Prepare steel-cut oats, rolled oats, and instant oats. Time the preparation of each. Taste each finished cereal for taste and texture. Evaluate the results in terms of preparation time, taste, and texture.
- Prepare a batch of fresh fettuccini and a batch of dried fettuccini. Compare the cooking times. Taste the finished pasta and evaluate the differences between the two pastas.

Resources:

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- 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 (7) Title: Breakfast Cookery

Unit Description: Students will gain knowledge and develop skills in preparing and presenting a variety of breakfast dishes. This unit will focus on the mastery of classic breakfast dishes and breakfast dishes from various cultures and cuisines. Students will have creative freedom to create unique and appealing breakfast dishes.

Unit Duration: 12 days/ 4 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:

- Prepare pancakes, waffles, and/or French toast.
- Identify breakfast breads and prepare one.
- List the characteristics of milk and identify the ways to keep it safe.
- Identify the different types of cream and their fat content.
- Differentiate between butter and butter substitutes and describe the qualities of each.

- List the characteristics of eggs, methods of preparation and ways to handle them safely.
- Prepare and serve eggs using a variety of cooking methods.
- List the types of breakfast meats and potatoes and compare each.

Understandings:

Students will understand that...

- Eggs are a versatile protein that is commonly used in food preparation, especially for breakfast recipes.
- There are a variety of breakfast recipes that can be prepared from dairy products, eggs, and cheese.
- Cooking eggs using different cooking methods can impact the flavor and texture of a final dish.
- There are different sizes and grades of eggs that are determined by the freshness, appearance, and quality of the egg.
- There are careers associated with breakfast cookery that can develop into owning a breakfast restaurant or café.

Essential Questions:

- **How can a variety of dairy products, eggs, breads, meats, potatoes, and cheese be used to create different breakfast foods?**
- **How can the knowledge of breakfast cookery impact a Chef's expertise?**

Assessment Evidence

Performance Tasks:

Independently performing all necessary requirements to prepare:

- Clarified butter for cooking
- Omelet (French and American)
- Waffles (Belgian)
- Crepes Suzette
- Eggs Benedict
- Mandazi (Eastern Africa)
- Chilaquiles (Mexico)

Other Evidence:

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

Benchmarks:

Rubric for writing activities

Rubric for laboratory experiences

Choice of:

1. *Breakfast Sandwich:* Homemade bagels with a student choice of eggs, meat, and other toppings. The breakfast sandwich should have properly cooked eggs, great flavor and texture, and properly cooked breakfast meat.
 2. *Breakfast Platter:* Students create a well-composed breakfast platter with all components of a well-prepared breakfast (including eggs, bread, potatoes, meat).
- OneDrive or Schoology 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 Entry Topics:

- What are the different grades of eggs? How do they determine the different grades for eggs?
- What characteristics should you look for when purchasing eggs and how should they be stored?
- What are the 8 basic methods for cooking eggs?
- List the different types of milk and what size or type of container they are sold in.
- List some guidelines when cooking with milk.
- Which other types of milk can be used for a person with lactose intolerance?
- Identify the types of cream and cultured dairy products. Explain how cultured dairy products are made. Describe the difference between cream and milk.
- Compare the differences between margarine and butter.
- Explain why you would use clarified butter for cooking? Do you think it is a good idea to use clarified butter for frying eggs?
- What are the basic ingredients of a pancake or waffle batter?
- What are some breakfast food combinations that can be served together on one plate?
- What are the three most common breakfast meats?
- Describe the differences between bacon and Canadian bacon.

Lab Activity:

- “Split up into groups. One-third of the groups should make pancakes, one-third waffles, and one-third French toast. Start at the same time and produce three servings. Compare cooking times. As a chef in a restaurant kitchen, which would you prefer having on the menu?” (Introduction to Culinary Arts Fourth Edition, Unit 3, Ch. 9, pg. 291)

Writing Activity:

- “You need to make pancakes for 20 people. Each person will eat two pancakes; each pancakes is made from 4 oz batter. A single recipe yields 1 qt of batter. How much batter do you need? How many times do you have to scale up the recipe (what is your RCF)?” (Introduction to Culinary Arts Fourth Edition, Unit 3, Ch. 9, pg. 291)

Resources:

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Unit (8) Title: Advanced Garde-Manger

Unit Description: Students will practice Garde Manger preparations, techniques, and presentations to create appealing cold dishes. This unit will cover various techniques, ingredients, and creative approaches to produce high-quality cold dishes, including salads, charcuterie, hors d'oeuvres, and dips. Students will focus on preparation, attention to detail, and artistic presentation.

Unit Duration: 12-15 days/ 4-5 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.
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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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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:

- Identify the different types of cheeses, provide examples, explain how to buy, handle, and store cheese.
- Understand the Garde Manger station.
- Identify and prepare dressings and dips.
- Understand the purpose of salads.
- Prepare basic leafy green salads.
- Prepare a salad using other ingredients.
- Prepare composed salads.
- Compare and contrast tossed salads and composed salads.
- Identify types of cold food presentations.
- Identify elements in cold food presentation.
- Prepare a cold food platter, centerpiece, or garnish.

Understandings:

Students will understand that...

- The Garde Manger station plays a vital role in the culinary industry, focusing on the preparation and presentation of cold food items, including salads, charcuterie, and hors d'oeuvres.
- Strict adherence to food safety and sanitation practices is crucial in the Garde Manger station to ensure the safety and quality of cold food preparations.
- The selection and use of high-quality ingredients, along with the appropriate tools and equipment, are essential for creating exceptional garde manger dishes.
- Plating techniques, creative garnishes, and attention to color, texture, and arrangement contribute to the artistic presentation and visual appeal of garde manger creations.

Essential Questions:

- How can creativity and artistic presentation be applied to enhance the visual appeal of Garde Manger creations?
- How do the principles of food safety and sanitation apply specifically to the Garde Manger station?
- How can essential skills and techniques affect the overall success of a Garde Manger station?

Assessment Evidence

Performance Tasks:

Independently performing all necessary requirements to prepare:

- Dressings: Pasta salad with pesto Vinaigrette, or Mixed Grain and Bean Salad using Red Wine Vinaigrette
- Salad: House-made mayo for potato salad or chicken salad.
- Dips: Dip board that includes baba ghanoush, salsa (Pico de Gallo), guacamole, or tapenade with house-made pita or tortilla chips.
- Cheese: Mini cheese board competition that includes a variety of cheese, fruits, vegetables, and breads/crackers.

Other Evidence:

Classwork

Formative assessments

Rubric for writing activities

Rubric for laboratory experiences

- Journal observations during lab experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle

Benchmarks:

Rubric for writing activities

Rubric for laboratory experiences

- Cold Food Board: Cheese and dip board that is presented in an attractive manner that includes presentation elements. The board includes cheese, variety of dips (baba ghanoush, salsa, guacamole, and/or tapenade with house-made bread, pita, or tortilla chips, fruits, and vegetables. Boards should be completed with garnishes.
- OneDrive or Schoology 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 Entry Topics:

- What is Garde Manger?
- Why should you try to use the best ingredients possible for a vinaigrette?
- What are some of the ingredients used in making vinaigrettes?
- When might it make sense for a kitchen to use commercially prepared mayonnaise?
- Should you consider whether your guests are sitting or standing when you think about the consistency of a dip?
- What are the six categories of salad?
- Is it possible to add too many ingredients to a salad? Why?
- Should you ever put inedible flowers on a salad just for effect, planning to take them off before the salad is actually served?
- Why would a restaurant need to have frequent deliveries of salad greens?
- What are the 3 types of salad greens?
- What are the four other types of ingredients to consider when constructing a salad?
- What is a composed salad? Provide an example.
- What is the difference between a tossed salad and a composed salad?
- In your opinion, does height add interest and appeal to a salad?

- Does the idea of eating a moldy cheese cause you concern?
- What are the 7 basic types of cheese?
- What is the best way to store cheese?
- Explain the safety and sanitation procedures used when working with cheese and other ready to eat foods.
- At what temperature should cheese typically be served?
- Have you ever had raw oysters, smoked salmon, or caviar? If not, do you think you would like them?
- What are the 6 common types of cold food presentations?
- What are the two ways main items are typically served in a cold food presentation or a buffet?
- What is the purpose of a garnish?

Writing Activity:

- “Research the process used for pasteurizing eggs. Describe what is done to ensure that harmful bacteria cannot grow.” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 10, pg. 304)
- “Research salads from three different countries. Write a standard recipe for your favorite one. Make your recipe and then write a review of your dish.” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 10, pg. 319)
- “Research the history of a particular type of traditional cheese, such as Cheddar, Gruyere, or Parmigiano-Reggiano. Describe where it originated, what milk is used, how it is made, how production has changed over time, and how it tastes.” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 10, pg. 321)
- History of cheese: “Research the history of cheese. What role has it played in history? Who is credited with inventing cheese?” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 10, pg. 331)
- “Research how fish, such as salmon and trout, are smoked. Focus on such questions as the following: How long does the process take? At what temperature are they smoked? Is any special type of wood used to produce the smoke? Are herbs or spices used in the smoking process to add flavor? Are there regional or national differences in how fish are smoked?” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 10, pg. 344)
-

Lab Activity:

- “Assemble a collection of as many types of salad greens as you can. Prepare a red-wine vinaigrette. Sample each of the salad greens individually and together, with and without the vinaigrette. Write down your notes about the taste of the various salad greens. Compare your results with classmates.” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 10, pg. 319)
- “Assemble a collection of as many cheeses as you can, making sure you have a representative of each of the seven types of cheese. Sample each type of cheese (accompanied by bread, if you wish). Write down your notes about the taste of the various cheeses. Did you have a favorite? Compare your results with classmates.” (Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 10, pg. 331)

Resources:

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- **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.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **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 (9) Title: Advanced Meat, Fish, Poultry

Unit Description: Students will expand their knowledge and skills in identification, preparation, cooking, and presentation of different meats, poultry, and fish. Students will build upon their culinary knowledge and expertise while focusing on advanced cooking methods, flavor profiles, and creative approaches to highlight the qualities of different proteins. Students will explore the characteristics of various cuts and types of meat, poultry, and fish. Students will learn how to select, handle, and cook meat, poultry, and fish accordingly.

Unit Duration: 12 days/ 4 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:

- Prepare, sample, and evaluate several dishes using beef, pork, and poultry.
- Prepare, sample, and evaluate a type of fish.
- Enhance existing knowledge of meat and poultry sanitation, food-borne illnesses associated with them, selection and storage, and principles of cookery.
- Identify basic types of fish and shellfish and how to properly select and store fish and shellfish.
- Match cooking methods to fish.
- Identify various types of and cuts of meats and how to prepare and serve each.
- Identify various types and forms of poultry and how to prepare and serve each.
- Identify the skillset needed to obtain a career in the meat, poultry, and fish industries.

Understandings:

Students will understand that...

- The age of an animal as well as location of meat in an animal is important when choosing methods to cook poultry, fish, or meat.
- There are specific guidelines, including safety and sanitation, that need to be followed when purchasing and storing fresh fish, shellfish, meat, and poultry.
- There are many careers associated with meat, poultry, and fish and there are specific skills needed to obtain a career within the meat, poultry, and fish industry.

Essential Questions:

- Why is the age of the animal and the location of the meat important when choosing methods to cook poultry, fish, or meat?
- Why is it important to properly purchase and store fresh fish, shellfish, meat, and poultry?
- How can you develop skills to obtain a career in the meat, poultry, and fish industry?

Assessment Evidence

Performance Tasks:

Independently performing all necessary requirements to prepare:

- Grilled Salmon with sauteed veggies **OR** Broiled Lemon Sole on a Bed of Leeks
- Shrimp tacos **OR** Mussels Marinara
- Chicken Tinga (or braised chicken tacos)
- Birria (or pulled beef) Tacos
- Pernil with Rice and Beans

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities
- Rubric for laboratory experiences
- Journal observations during lab experiences
- Observation and coaching during lab activities

- Jamaican Jerk Chicken with Jollof Rice
- Mojo Chicken & Yellow Rice Bowl (Cuba)
- Grilled Chicken Souvlaki Rice Bowl (Greece)
- Korean Beef Lettuce Wraps (Korea) **OR** Beef Stroganoff **OR** Beef Chili and Beans over Rice

- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle

Benchmarks:

Rubric for writing activities

Rubric for laboratory experiences

- Create a recipe using available ingredients.
- OneDrive or Schoology 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 Entry Topics:

- What are the five tests for freshness in a whole fish? Why are fish stored with the belly facing down?
- As a customer, would you be upset if you discovered pin bones in your fillet of fish?
- What is the safe internal temperature for fully cooked fish?
- What are the two types of shellfish?
- At what temperature should live shellfish be stored?
- Describe some of the ways that shellfish can be cooked.
- Why is it important for a foodservice establishment to keep full records of the fish and shellfish they purchase?
- What relationship does the count have to the size of shrimp?
- Explain how you clean and prep shrimp, oysters (how to shuck), and clams (how to shuck).
- What is the culinary career associated with cooking fish and what is helpful for your advancement in the field.
- What is a primal cut? Which animal doesn't have a primal rib cut?
- What are the 8 beef primal cuts?
- At what temperature should meat be stored?
- How is the pork loin different from loins from other animals?
- What are some game meats? Have you ever eaten game meat? If so, explain if you enjoyed the meat and why.
- When grinding meat for ground meat, why would you put the bowl that you are collecting the ground meat in, into ice? Why do you chill the grinder parts before grinding?
- To what temperature must poultry be chilled during processing?
- What types of whole chickens are commonly available?
- What is the safe internal temperature for cooking poultry?
- Why might it be helpful for a restaurant to purchase whole chickens and disjoint them in the kitchen?
- Why is it important to truss a chicken or tie a meat roast before roasting?
- What is the culinary career associated with meat management and what are the skills needed to succeed?

Writing Activities:

- “Research the National Marine Fisheries Service (NMFS). Write a report identifying two recent NMFS issues that could affect the quality of our seafood.” Introduction to Culinary Arts Fourth Edition Unit 3, Ch. 15, pg. 517)
- “Research the life cycle of oysters in the wild. Compare this to the life cycle of farmed oysters. Based on your findings, write a report on oyster farming.” Introduction to Culinary Arts Fourth Edition (Unit 3, Ch. 15, pgs. 529)
- “Research mad cow disease. Write a report on the disease, identifying its causes and the effect it has on humans. Discuss the efforts to keep mad cow disease out of national food chains.” Introduction to Culinary Arts Fourth Edition (Unit 3, Ch. 15, pg. 552)

Lab Activities:

- “Divide into six teams. Each team will cook the same cut and type of fish in a different way. The cooking options are sauteing, pan-frying and deep frying, grilling and broiling, baking and roasting, steaming, and poaching. Each team must select its own recipe. Evaluate each team’s results.” Introduction to Culinary Arts Fourth Edition (Unit 3, Ch. 15, pgs. 517)

Resources:

- Introduction to Culinary Arts Fourth Edition (Unit 3, Ch. 15, pgs. 498-562)
- Online resources including *YouTube*, *Google*, *Microsoft*, *EdPuzzle*
- Websites including The Culinary Pro (<https://www.theculinarypro.com/choosing-your-niche>), Institute of Culinary Education (<https://www.ice.edu/>), Culinary Schools.Org (<https://www.culinaryschools.org/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Indeed (<https://www.indeed.com/>), 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 in 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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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,	Ideas are somewhat coherent, but some	Ideas lack coherence and are disorganized.

	supporting a clear overall message.	connections between them may be unclear.	
Style and Creativity	10 points	8 points	5 points
Clarity	Writing is clear, concise, and easy to understand.	Some clarity issues, but overall understandable.	Writing is unclear and difficult to understand.
Descriptive Language and Creativity	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	10 points	8 points	5 points
Sentence Structure	Uses varied and well-constructed sentence structures with minimal errors.	Some errors in sentence structure.	Frequent errors in sentence structure.
Grammar, Punctuation, Spelling, and Vocabulary	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.
Proofreading	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.
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.

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. _____