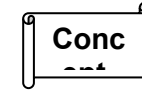




Washington Township Public Schools

Office of Curriculum & Instruction

Curriculum Guide Checklist



Course Title: Introduction to Culinary Arts

Submitted By: Elizabeth Molle, Debra Kaplan, Jacqueline Bradford

Date: 8/16/2021

(Elementary Director or /MS/HS Dept Supervisor please check)

Acceptable	Not Acceptable	N/A		Comments
			I. Cover Page (Course Description)	
			II. Demonstrable Proficiencies (MS & HS only)	
			III. Scope & Sequence (Elementary only)	
			IV. List of Major Units of Study	
			V. (For each unit of study include the following A-E)	
			A. Unit Overview	
			B. Unit Graphic Organizer (Web)	
			C. Unit Plan	
			1. Topics/Concepts	
			2. Critical Content	
			3. Skill Objectives	
			4. Learning Activities	
			5. Instructional Resources with Title and Page Number	
			6. Evaluation/Assessment	
			7. Core Curriculum Standards/Cumulative Progress Indicator References	
			D. Lesson Plan Detail (Elementary Only)	
			E. Cross-Content Standards Analysis	
			D. Curriculum Modification Page Insert	

Approval: Principal: _____

Curriculum Director: _____

Asst. Superintendent: _____

Department Supervisor: _____

Board of Education: _____

PLEASE NOTE: A completed and signed checklist MUST accompany any course of study that is submitted for approval.

Washington Township Public Schools

Office of Curriculum & Instruction

Course: Culinary 1-Introduction to Culinary Arts

Written By: Elizabeth Molle, Debra Kaplan, Jacqueline Bradford

Under the Direction of: Mr. Steven Whalen

Description: INTRODUCTION TO CULINARY ARTS is a five (5) credit comprehensive course emphasizing nutrition and health, food safety and sanitation, and fundamental food preparation skills. Throughout the course students will focus on consumer issues, making healthy food choices, safety in the laboratory and the proper use and care of tools and equipment. Laboratory activities will provide the opportunity for students to apply the concepts learned and promote the development and evaluation of problem solving situations.

This course is the foundation for the culinary program providing activities and experiences that students will apply in real life situations. Successful completion of this class will enable the student to pursue advanced culinary courses. Students enrolled in this course are eligible to participate in the FCCLA leadership program. This course satisfies the high school practical arts requirement.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*

Barbara E. Marciano: *Director of Elementary Education*

Jack McGee: *Director of Secondary Education*

Written: _____

Revised: AUGUST 2016

BOE Approval: _____

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Introduction to Culinary Arts 1

I. CLASSWORK REQUIREMENTS

- A. Keep an organized notebook, complete with written notes, handouts, worksheets and related information.
- B. Maintain regular class attendance
- C. Complete all class assignments, tests and quizzes
- D. Follow accepted rules of behavior
- E. Follow safety rules in the laboratory
- F. Follow laboratory preparation and clean up guidelines and all classroom directions
- G. Work in a cooperative manner with other students
- H. Be responsible for individual assignments and activities to complete group projects
- I. Respect each other, lab equipment, and property of others
- J. Conduct him/herself in a safe and prudent manner
- K. Lab reports are to be completed after each activity
- L. Students will take responsibility to make up any missed work due to absence

II. ATTITUDE & BEHAVIOR

- A. The foods laboratory activities include the use of equipment and preparation techniques that could be potentially dangerous if misused. Appropriate student conduct as outlined in class requirements is essential to provide a safe working environment for all students. Students are also expected to demonstrate the ability to work in group settings as well as independently on class assignments

III. COURSE OBJECTIVES/OVERVIEW

- A. COURSE CONTENT
 - 1. Safety and sanitation
 - 2. Proper nutrition
 - 3. Food preparation terms
 - 4. Use and care of equipment
 - 5. Methods of food preparation
 - 6. Principles of meal planning

7. Consumer skills
8. Career awareness

B. SKILLS

1. Apply nutritional guidelines when planning meals
2. Practice safety and sanitation principles
3. Demonstrate correct measuring techniques
4. Demonstrate proper food preparation techniques
5. Identify and define food terms
6. Use new technologies for food preparation
7. Use computers effectively to research food preparation activities
8. Use and care for equipment and tools.
9. Think critically and problem solve
10. Work independently and in a group

C. APPRECIATION OF CONCEPTS

1. Understand the importance of safety and sanitation when preparing food
2. Recognize the role of nutrition and wellness
3. Appreciate cultural influences on food choices
4. Become a smart consumer
5. Appreciate the technological influences in the food industry.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

* If the student is absent the day instructions are given for a lab activity, it may be unsafe for the student to participate the day he returns. He/she must get the necessary instruction from the teacher before participating in that lab activity.

V. GRADING PROCEDURES

- A. 30% classwork, homework, participation
- 30% tests, quizzes
- 30% laboratory experiences
- 10% notebook

Semester 1 Grade (S1) is calculated:

(50% of Y1)

MP1=20%, MP2= 20%,

“Mid-term”(X1) exam= 10%

Semester 2 Grade (S2) is calculated:

(50% of Y1)

MP3= 20%, MP4= 20%

Final (X2) exam = 10%

Final Grade (Y1) is calculated:
 $S1 + S2 = Y1$

MAJOR UNITS OF STUDY

Course Title: Culinary 1: Introduction to Culinary Arts

- I. Safety and Sanitation
- II. Nutrition and Health
- III. Kitchen Fundamentals
- IV. Food Preparation Skills and Techniques
- V. Meal Management and Consumer Information
- VI. Career Exploration

Unit Overview

Course Title: Introduction to Culinary Arts

Unit #: UNIT 1 OVERVIEW **Unit Title:** Safety and Sanitation

Unit Description:

Maintaining high standards of personal cleanliness and food handling procedures will be emphasized to insure safe preparation of food in the laboratory. Exercising safety precautions to prevent accidents in the kitchen will be examined and the treatment of minor personal injuries will be reviewed. Learning the steps to practice safety and sanitation in the kitchen will ensure a safe environment as well as a safe food supply.

Enduring Understandings/Generalizations

Students will understand that:

1. Keeping foods safe to eat and making the kitchen a safe place to work are keys to good health.
2. You can prevent both illness and accidents by following sanitation and safety principles.

Guiding Questions

1. What are food-borne illnesses and how can they be prevented?
2. What are the precautions needed to prevent common kitchen accidents?
3. How do you treat injuries from falls, burns, cuts and electrical shock?
4. How do you put out a grease fire?

Curriculum Unit Plan

Course Title/Grade: Introduction to Culinary Arts **Core Content Standards & Cumulative Progress Indicators**
Unit Number/Title: 1. Safety and Sanitation
Conceptual Lens: _____
Appropriate Time Allocation: 3 Week(s) SEE CROSS CONTENT STANDARD ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Course Introduction-class requirements proficiencies and grading policies 2. Safety : choking burns cuts falls electrical shocks choking 3. Sanitation: food-borne illnesses personal cleanliness kitchen cleanliness food preparation and storage	1. Course content and requirements and anticipated behavior and expectations to succeed in the course 2. Strategies for preventing accidents and treatment of injuries 3. Causes, symptoms and treatment of common food-borne illnesses 4. Location and potential danger of cleaning substances in the lab	1. Be prepared with notebook and related supplies for class Demonstrate appropriate behavior 2. Understand course objectives, grading procedures, and educational goals for the course. 2. Demonstrate safe procedures in the lab 3. Demonstrate safe and appropriate measures in lab 4. Identify and demonstrate proper sanitation procedures	1. Distribute the course proficiencies and classroom expectations and discuss. Emphasize grading procedures 2. Discuss and problem solve the correct procedures in handling kitchen accidents 3. Class discussion on location of potentially harmful chemicals "Right to Know" 4. Chapter 6 text readings, discussion. 5. View safety and sanitation related dept. videos. 6. Food Science Activity- Allow ground beef samples to sit at various temperatures for different time periods and examine and evaluate results 7. Heimlich dummy-	1. Class discussion on daily safety procedure/ student participation in discussion and related text worksheets 2. Safety test/lab safety Students need to score 70% or better to participate in lab activities 3. Sanitation test/ sanitary practices in the lab 4. Homework 5. Notebooks	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
			<p>Students practice clearing the airway of a choking victim.</p> <p>8. Text related readings and assignments "Guide to Good Food" Chapter 6</p>	<p>6. Review and collect completed questions at the end of the chapter/grading rubric</p>	

Unit Overview

Course Title: Introduction to Culinary Arts

Unit #: UNIT 2 OVERVIEW **Unit Title:** Nutrition and Health

Unit Description:

Students will learn the six nutrients and the food sources of each. Learning the nutrients and their function in the body will enable them to make healthy dietary choices in their future. Students will read labels to become informed consumers and consider nutritional factors when purchasing and preparing food. Students will study health and development concerns that affect the nutritional needs of people in different stages of the life cycle.

Enduring Understandings/Generalizations

Students will understand that:

1. There are six nutrients needed for a healthy diet.
2. Many factors influence our food choices and contribute to weight problems and eating disorders.
3. Exercise is important in maintaining a suitable level of fitness.
4. Informed food choices and wise decisions about food preparation can lead to a healthy lifestyle.

Guiding Questions

1. What are the six nutrients?
2. Why is it important to choose wisely when shopping for food and preparing food?
3. How can you plan a well balanced diet?
4. How is our food digested and how does this influence our food choices?

Curriculum Unit Plan

Course Title/Grade:	Introduction to Culinary Arts	Core Content Standards & Cumulative Progress Indicators			
Unit Number/Title:	Nutrition and Health				
Conceptual Lens:					
Appropriate Time Allocation:	<u>6</u> Week(s)	SEE CROSS CONTENT STANDARD ANALYSIS			

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Six nutrients: Carbohydrates Fats Proteins Vitamins Minerals Water 2. Dietary Guidelines 3. The Digestive Process 4. My Plate 5. Weight Management 6. Food Choices: Psychological, Social and Cultural Influences 7. Technology 8. Nutrition Through	1. Types 2. Functions 3. Food Sources 4. Deficiencies 5. Excesses 6. Caloric intake and dietary requirements 7. Mechanical phase Chemical phase Absorption of nutrients 8. Basal metabolism, physical activity and energy needs. 9. My Plate Guide -	1. Identify the six nutrients. 2. Identify the function of the nutrients in the body 3. List the food sources for each nutrient. 4. Compare and contrast nutrient excess and deficiencies. 5. Outline the digestive process. 6. Develop a diet specific to particular health issues and support your conclusion 7. Evaluate your	1. Reading assignments from text- "Guide to Good Food" Chapters 1-6 2. Text worksheets, puzzles, charts and related worksheets 3. Lectures and demonstrations 4. Laboratory experiences 5. Nutrition department videos 6. Students create nutrition posters that reflect nutrients, function, and food sources. 7. Students research a particular nutrient and prepare a report and a class presentation 8. Record all foods eaten in a 24 hour period. Discuss results by identifying nutrient consumption and modify diet as needed.	1. Classwork/Text related and dept. worksheets 2. Homework 3. Quizz/Listing the six nutrients, body function, and food sources 4. Test/Nutrition, Weight Management, and Digestion 5. Laboratory activities/grading rubric 6. Projects 7. Reports	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
the Life Cycle	<p>food requirements for a healthy diet</p> <p>10. Nutrition for athletes Eating disorders, obesity and fad diets</p>	<p>personal diet and modify</p> <p>8. Compare products for nutrition content by reading labels</p>	<p>5. Food Science Activity- Test for simple sugar using Benedict's solution Test for fats using brown paper</p> <p>Cooperative Learning Activities: 9. Have students compare nutrition labeling on several similar products-Which would they buy(compare and support your answer)</p> <p>10. Have students find related articles in newspapers or magazines that support the nutritional information discussed in class.</p> <p>11. Prepare a healthy snack reflecting each nutrient.</p>	8. Observe student interaction while working in cooperative learning groups	

Unit Overview

Course Title: Introduction to Culinary Arts

Unit #: UNIT 3 OVERVIEW **Unit Title:** Kitchen Fundamentals

Unit Description:

Students will learn to use and care for a variety of tools and equipment that will enhance the preparation of food. Basic measuring techniques and food preparation skills will be introduced as well as culinary terminology. Recipe fundamentals and ingredient adjustments will be emphasized.

Enduring Understandings/Generalizations

Students will understand that:

1. Food preparation requires accurate measuring with the appropriate tools and equipment.
2. Understanding preparation techniques and following recipe directions is vital to the outcome of a product.
3. Proper use and care of food preparation tools and equipment is essential in the laboratory.
4. To prepare meals you need to know how to choose and read recipes.

Guiding Questions

1. How do you use and care for laboratory equipment?
2. How do you measure liquid and solid ingredients?
3. How do you adjust recipes to fit your personal needs?
4. What factors should you consider when purchasing tools and equipment?
5. What are the guidelines for the proper use of tools, equipment and appliances?

Curriculum Unit Plan

Course Title/Grade: Introduction to Culinary Arts **Core Content Standards & Cumulative Progress Indicators**
Unit Number/Title: Unit 3-Kitchen Fundamentals
Conceptual Lens: _____
Appropriate Time Allocation: 3 Week(s) SEE CROSS CONTENT STANDARD ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Equipment Cookware and Bakeware	1. Hand tools and small equipment, and appliances.	1. Identify tools and equipment used in the laboratory	1. Reading assignments in text/ related worksheets "Guide to Good Food" Chapter 9	Classwork Homework	
2. Measuring Techniques	2. Dry measuring, Liquid measuring Fats	2. List points to consider when choosing appliances	2. Class discussions	Test/Equipment Review	
3. Cooking and baking utensils	3. Increasing and decreasing yield	3. Demonstrate how to use, and care for laboratory equipment	3. Display a variety of equipment and have students identify the name and use of each	Quizzes on recipe terms and food preparation terms	
4. Recipe Adjustment	4. Food Preparation terms and abbreviations	4. Measure dry and liquid ingredients in the appropriate utensils.	4. Teacher demonstration using measuring techniques and equipment	Laboratory Experiences	
5. Terminology	5. Responsibility of particular job assignments in the lab setting	5. Adjust recipe measurements and directions	Cooperative learning Activities: 5. Play password game using food preparation terms and abbreviations.	Laboratory activities/grading rubric	
6. Abbreviations		6. Identify abbreviations and define cooking terms used in recipes.	6. Students select their favorite recipe and adjust amounts to half the recipe and double the recipe.	Notebooks	
7. Laboratory Responsibilities			7. Have 1 group of students prepare a simple recipe without using accurate tools for measuring	Class Participation in discussions and activities	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
		7. Outline job responsibilities in the lab	<p>and the second group should use all measuring tools. Compare the results</p> <p>8. Divide the students in 2 groups and give each group a list of ingredients. Time them to complete the task. Have the student's brainstorm what measuring equipment is needed for each ingredient. Determine who has answered the most correctly. Discuss the results.</p> <p>9. Send students on a scavenger hunt to locate tools and equipment in the lab</p>	Observe student interaction while working in cooperative learning groups	

Unit Overview

Course Title: Introduction to Culinary Arts

Unit #: UNIT 4 OVERVIEW **Unit Title:** Food Preparation Skills and Techniques

Unit Description:

Students will prepare a variety of food products demonstrating preparation skills, techniques and theory learned in the classroom. Food Science Principles will be explored and students will observe, discuss, prepare, and evaluate a variety of laboratory experiences and classroom activities. Working in a lab setting will provide the students with the opportunity to build working relationships and promote leadership skills.

Enduring Understandings/Generalizations

Students will understand that:

1. Food preparation is both an art and a science.
2. Interaction with other students and cooperation in the laboratory setting is an important life skill.
3. Proper safety and sanitation must be practiced at all times in the lab setting.
4. Nutritional needs and food science principles are applied in all food preparation.

Guiding Questions

1. Why is it important to follow recipe/lab directions?
2. Why is it necessary to understand food science principles before starting to cook?
3. How can you cooperate with others in a class group setting and how can these same practices apply in life experiences?
4. Why is it critical to understand safety and sanitation principles when working with food?

Curriculum Unit Plan

Course Title/Grade:	Introduction to Culinary Arts	Core Content Standards & Cumulative Progress Indicators			
Unit Number/Title:	Unit 4: Food Preparation Skills and Techniques				
Conceptual Lens:					
Appropriate Time Allocation:	20 Week(s)	SEE CROSS CONTENT STANDARD ANALYSIS			

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
A. EGGS:					
1.Nutrition	1.The nutritional value of eggs- Protein Fat	1. List the nutritional value of eggs	1. Text reading assignments- "Guide to Good Food" Chapter 17 Complete text/dept related worksheets	1.Notebooks	
2.Selection, storage, cost		2. Identify the characteristics to look for when purchasing eggs	2. Review questions at the end of chapter 17	2. Classwork	
3. Functions of eggs	2. Explain how to shop for eggs	3. Evaluate the cost of eggs when purchasing	3. Define terms at the end of the egg chapter.	3. Class discussions/participation	
4. Food science principles	3. Method of storing eggs	4. Demonstrate safety and sanitation procedures while working in the laboratory	4. Teacher lecture and class discussion on - Principles of egg cookery Selection and storage of eggs Evaluation of egg products	4.Tests/ Egg facts and methods of preparation	
5. Methods of cooking	4. Food science principles of the influence of heat when cooking eggs/ understand coagulation	5 .Prepare eggs in a variety of ways, reflecting all aspects and principles of egg cookery.	5.View department videos on eggs	5. Quizzes	
6. Safety and food sanitation concerns	5. Principles of emulsion		6. Cooperative Learning Activities: Laboratory activities to illustrate methods of cooking eggs: Omelet	5. Grading rubric/evaluation forms for lab activities	
7. Laboratory experience	6. Principles of eggs as a			6. Grading rubric/product evaluation forms	
8. Laboratory evaluation					
9. Product evaluation					

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
	leavening agent 7.The experience of working together in a lab setting 8. How to evaluate the egg product prepared.	6. Evaluate lab experience using a prepared evaluation form 7. Evaluate egg product using food product evaluation form	Fried Poached Scrambled Soft cooked Hard cooked 7. Laboratory activities that reinforce the food science principles of eggs: Meringue cookies Cream puffs Mayonnaise Custard 8. Recipes from department files	for food product Evaluate for: Taste Texture Appearance Eating quality 7. Observe student interaction while working on cooperative learning groups	
B. DAIRY PRODUCTS: 1.Nutrition 2. Selection, storage, cost 3.Food science principles 4.Preparation methods and techniques 5. Safety and sanitation concerns	1. The nutritional value of dairy products 2. Explain how to shop for dairy products 3.Method of storing various dairy products 4. Influence of various	1.List the nutritional value of milk and cheese products 2. Identify the characteristics of a variety of dairy products and the influence on decision making when purchasing. 3. Evaluate the cost differences among	1.Text reading assignments- "Guide to Good Food" Chapter 16 Complete text/dept worksheets 2. Review questions at the end of chapter 17 3. Define terms at the end of the dairy chapter 4. Teacher lecture and class discussion on - Principles of cooking with dairy products	1.Notebooks 2. Classwork 3. Class Discussion/ student participation 4. Test on types of milk and methods of preparation	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
<p>6. Laboratory experience/Preparing common milk based foods</p> <p>7. Laboratory evaluation</p> <p>8. Product evaluation</p>	<p>temperatures when cooking with dairy products</p> <p>5. Principles of homogenization</p> <p>6. Principles of pasteurization</p> <p>7. Methods of milk/cheese processing</p> <p>8. Types of dairy products</p> <p>9. How to prepare milk based foods</p> <p>10. The experience of working together in a lab setting</p> <p>11. How to evaluate the dairy product prepared.</p>	<p>different types of dairy products.</p> <p>4. Define and list the different types of milk and cream available.</p> <p>5. Become familiar with natural cheeses and fresh cheeses.</p> <p>6. Prepare a variety of food products using milk and or cheese.</p> <p>7. Evaluate the lab experience using lab evaluation form.</p> <p>8. Evaluate dairy food product prepared using product evaluation form.</p>	<p>Selection and storage of dairy products</p> <p>Nutritional value of dairy products</p> <p>5. Evaluation of lab activities and product evaluation</p> <p>6. View department videos on dairy products.</p> <p>7. Laboratory activities to illustrate food science properties and preparation techniques of dairy products: Teacher demonstration of making “yo” cheese Teacher demonstration of making cream/ butter Cooperative Learning Activities: Ice cream preparation lab Cheese tasting lab White sauce preparation Frozen dessert preparation Microwave pudding(use and care of the microwave)</p> <p>8. Display a variety of milk/cheese cartons to discuss and illustrate the varieties and types of milk and cheese products emphasizing the fat/nutritional content as well as cost/storage concerns.</p> <p>9. Recipes from department files</p>	<p>5. Quizzes</p> <p>6. Grading rubric/evaluation forms for lab activities-</p> <p>7. Grading rubric/product evaluation forms for food product Evaluate for: Taste Texture Appearance Eating Quality</p> <p>8. Observe student interaction while working in cooperative learning groups</p>	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
<p>C. FRUITS and VEGETABLES:</p> <ol style="list-style-type: none"> 1. Nutrition 2. Selection/Storage of fresh, canned and frozen fruits and vegetables 3. Food Science Principles 4. Preparation methods and techniques 5. Safety and sanitation concerns 6. Laboratory experience 7. Laboratory evaluation 6. Product evaluation 	<ol style="list-style-type: none"> 1. The nutritional value of fruits and vegetables 2. Factors to consider when shopping for fruits and vegetables 3. Proper storage of fruits and vegetables 4. Food Science principles of cooking fruits and vegetables. 5. Classification of fruits and vegetables 6. Various types and forms of vegetables and fruits 7. Vegetarian Diets 	<ol style="list-style-type: none"> 1. Identify and list the variety of nutrients contained in fruits and vegetables/identify vegetarian diet 2. Choose fresh, canned, frozen or dried fruits and vegetables as needed for the task. 3. Identify the classification of fruits and vegetables by name. 4. Evaluate and compare the cost of fruits and vegetables and how they vary depending on the form. 5. Prepare a variety of fruits and vegetable products preserving their 	<ol style="list-style-type: none"> 1. Text reading assignments” “Guide to Good Food” Chapter 14 and 15. Complete text/dept related worksheets 2. Review questions at the end of the chapter 3. Define terms at the end of the chapter 4. Teacher Lectures and class discussions on- Selection Nutrition Storing Cost Preparing Cooking Serving of fruits and vegetables 5. View department videos on fruit and vegetables 6. Cooperative Learning Activities- Laboratory activities and demonstrations to include: Fruit Sampling Fruit Salad 	<ol style="list-style-type: none"> 1. Notebooks 2. Classwork 3. Class discussion/ student participation 4. Test on fruits and vegetables preparation 5. Quizzes 6. grading rubric/ evaluation forms For lab activities 7. Grading rubric/product evaluation forms for food product for: Taste Texture Appearance Eating Quality 	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
<p>D.GRAINS:</p> <p>1. Nutrition</p> <p>2. Selection, Storage and Cost</p> <p>3. Food Science Principles</p> <p>4. Preparation methods and techniques</p> <p>5. Safety and food sanitation concerns</p>	<p>1. The nutritional value of grains</p> <p>2. Purchasing and storing grains.</p> <p>3. Cost comparison of grains</p> <p>4. Safety and Sanitation procedures in the lab when</p>	<p>colors, textures, flavors and nutrients.</p> <p>6. Evaluate the lab experience using lab evaluation forms</p> <p>7. Evaluate the food products prepared using product evaluation form</p> <p>1. List and identify the nutritional value of grains: Rice Barley Wheat</p> <p>2. Identify factors to consider when purchasing and storing grain products</p> <p>3. Compare and</p>	<p>Cutting fruit and vegetables Baked fruit desserts Potato Lab Vegetable Casserole Vegetarian diet</p> <p>7. Food Science Activity: Allow several fruits to be exposed to air and observe enzymatic browning. Problem solve- methods to prevent this from happening</p> <p>8. Recipes from department files</p> <p>1. Complete reading assignments- "Guide to Good Food" Chapter 13 and complete related text/dept worksheets.</p> <p>2. Define terms at the end of the chapter.</p> <p>3. Review questions at the end of the grains chapter</p> <p>4. Display a sampling of cereals and compare the nutritional value of the cereal products considering</p>	<p>8. Observe student interaction while working in cooperative learning groups</p> <p>1. Notebooks</p> <p>2. Classwork</p> <p>3. Class discussion/ student participation</p> <p>4. Tests/ rice, barley and Pasta</p> <p>5. Quiz on types of grains and</p>	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
<p>6. Laboratory experience</p> <p>7. Laboratory evaluation</p> <p>8. Product evaluation</p>	<p>preparing grains</p> <p>5. Food Science principles of cooking starches</p> <p>6. Social interaction of working in a lab setting</p> <p>7. Types of grain products and the parts of the grain</p> <p>8. How to evaluate lab experience and food product prepared.</p>	<p>contrast the cost of grain products.</p> <p>4. Choose appropriate forms of grains as needed for the task (ex: long grain rice/short grain-instant/ converted – fresh pasta/dry-cereal products)</p> <p>5. Prepare a variety of grain products.</p> <p>6. Evaluate the lab experience using lab evaluation forms</p> <p>7. Evaluate the prepared food product using food product evaluation forms</p> <p>8. Use and care for laboratory equipment necessary for lab activities</p>	<p>cost factors as well.</p> <p>5. Display varieties of rice and pasta products in different forms. Allow students to examine, feel and sample them cooked. Compare for eating quality, convenience and cost factors</p> <p>6. Ask students to draw a picture of a “kernel” and identify the parts including the nutritional value of each part.</p> <p>7. Teacher lecture, demonstration and class discussion on: Varieties and uses of rice, barley and pasta products.</p> <p>8. Teacher demonstration on using a wok (fried rice activity) and a pasta machine(homemade pasta)</p> <p>9. Cooperative Learning Activities: Laboratory activities include: Grain comparisons Fried Rice Cereal comparisons Pasta Corn Muffins Oat Bars Barley Pilaf</p> <p>10. Food Science Activity: Test for starch in foods using</p>	<p>parts of the kernel</p> <p>6. Grading rubric/evaluation forms for lab activities</p> <p>7. Grading rubric for product evaluation forms: Taste Texture Appearance Eating Quality</p> <p>8. Observe student interaction while working in cooperative learning groups</p>	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
<p>E. BREADS</p> <p>1. Nutrition</p> <p>2. Selection, storage, cost factors</p> <p>3. Food Science principles</p> <p>4. Preparation methods and techniques</p> <p>5. Leavening Agents</p> <p>6. Safety and food sanitation concerns</p> <p>7. Laboratory experience</p>	<p>1. The nutritional value of breads</p> <p>2. Purchasing and storing breads</p> <p>3. Cost comparison of bread products</p> <p>4. Safety and sanitation procedures in the lab</p> <p>5. Food science principles of working with leavening agents</p>	<p>1. List the nutritional value of a variety of bread</p> <p>2. Describe factors to consider when preparing quick breads and yeast breads.</p> <p>3. Demonstrate the different methods of mixing in bread making.</p> <p>4. Describe and illustrate the different types of flour</p>	<p>iodine</p> <p>11. View grain related dept videos/Discuss with students. Complete related worksheets</p> <p>12. Recipes from department files</p> <p>13. Social and Cultural Cuisine: Passover- Matzoh preparation</p> <p>1. Complete reading assignments “Guide to Good Food” Chapter 22 and complete related text/dept worksheets – Class discussion</p> <p>2. Define terms at the end of the chapter</p> <p>3. Review questions at the end of the chapter</p> <p>4. Teacher demonstration: Muffin method of mixing Biscuit method of mixing</p> <p>5. Food science activity: Leavening agent experiment- Using baking soda and baking powder demonstrate the different</p>	<p>1. Notebooks</p> <p>2. Classwork</p> <p>3. Class discussion/ student participation</p> <p>4. Test on quick breads and yeast breads</p> <p>5. Quiz on leavening agents</p> <p>6. Grading rubric/ evaluation forms for lab</p>	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
8. Product evaluation	<p>6. Equipment needed for bread making</p> <p>7. Social interaction of working in a lab setting</p> <p>8. Types of bread products: Quick Breads Yeast Breads</p> <p>9. How to evaluate lab experience and food product prepared</p>	<p>mixtures</p> <p>5. Prepare a variety of quick breads and yeast breads.</p> <p>6 .Demonstrate safety and sanitation procedures in the laboratory.</p> <p>7. Compare the properties of baking soda, baking powder and yeast.</p> <p>8. Compare the cost factors when preparing items from scratch and prepared mixes</p> <p>9. Evaluate lab experience using lab evaluation form</p> <p>10. Evaluate prepared food products using product evaluation form.</p>	<p>reactions when using water and or an acid such as vinegar Purpose of this experiment is to illustrate that the 2 leavening agents react differently as they will in food preparation.</p> <p>6. Food science activity; Yeast experiment- Using custard cups eliminate 1 ingredient in each that is needed for yeast reaction- example: Salt Sugar Flour Water The purpose of this activity is to reinforce the function of all necessary ingredients used in yeast products and how they interact with yeast.</p> <p>7. Cooperative Learning Activities Lab activities include a variety of quick breads and yeast breads: Muffins- made with baking soda and baking powder Pancakes- comparison of scratch/prepared mix Waffles Biscuits Pizza Pretzels Cinnamon buns [breads can be prepared in</p>	<p>activities</p> <p>7. Grading rubric/product evaluation forms Evaluate for: Taste Texture Appearance Eating quality</p> <p>8. Observe student interaction while working in cooperative learning groups</p>	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
<p>F. CAKES, COOKIES and PIES:</p> <ol style="list-style-type: none"> 1. Nutrition 2. Selection, Storage and Cost 3. Function of ingredients 4. Preparation methods and techniques 5. Safety and sanitation concerns 6. Laboratory experience 7. Laboratory 	<ol style="list-style-type: none"> 1. The nutritional value of baked products: Cakes Cookies Pies 2. Selection, storage and cost of a variety of baked products 3. Function of the ingredients 4. How to prepare a variety of different baked products using a 	<ol style="list-style-type: none"> 1. Identify nutrients contained in baked products emphasizing the sugar and fat content 2. Compare and contrast the cost factors involved with home baked products and store bought products. 3. Discuss and demonstrate the correct storage of baked goods. 4. List the ingredients in baked products 	<p>conjunction with social/cultural cuisine]</p> <ol style="list-style-type: none"> 8. View dept videos/Discuss 9. Recipes from department files 10 Social and Cultural Cuisine: St. Patrick’s Day- Irish Soda Bread Easter-Easter Breads <ol style="list-style-type: none"> 1. Text reading assignments- “Guide to good Food” Chapter 24 Complete text related worksheets 2. Define terms at the end of the chapter 3. Review and discuss questions at the end of the chapter 4. Discuss “good” and “bad” carbohydrates as they pertain to the food products prepared. 5. Demonstration: Prepare a cake mix and a cake from scratch and compare eating quality, cost and preparation and decide what you would purchase 	<ol style="list-style-type: none"> 1. Notebooks 2. Classwork 3. Class discussion/ student participation 4. Test on baked goods 5. Quizzes on cakes, pies, cookies as each section is completed 6. Grading rubric/evaluation 	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
evaluation 8. Product evaluation	variety of techniques. 5. How to use various types of equipment needed for the preparation of cakes. 6. Care for laboratory equipment 7. Categories and types of cakes, cookies and pies. 8. Safety and sanitation procedures in the lab. 9. Food Science principles of baking. 10. Social interaction of working in a lab setting 11. How to evaluate lab	and identify the function of each ingredient 5. Successfully prepare a variety of cakes, pies and cookies following a recipe. 6. Adjust recipes as needed. 7. Use and care for baking equipment as needed for recipe preparation 8. Identify the categories of cakes, cookies and pies and the principles of preparation for each product in each category. 9. Demonstrate safety and sanitation procedures while working in the lab 10. Work cooperatively with	as a result of these findings. Emphasize proper measuring skills and use of equipment. 6. Cooperative Learning Activities: Cookies: Prepare a cookie recipe in each category of cookies and evaluate them using lab/product evaluation form: Drop Bar Pressed Refrigerator Molded Rolled 7. Cakes: Food Science Activity Prepare chocolate cake in 3 ways- -Full original recipe -Half the fat and substituting applesauce -No fat using all apple sauce The purpose of this experiment is to compare the eating quality and especially the nutritional value of each cake- Discuss 8. Cake experiment- Each unit prepares a small cake with an ingredient missing: Flour Sugar	forms for lab activities 7. Grading rubric/product evaluation forms- Evaluate for: Taste Texture Appearance Eating Quality 8. Observe student interaction while working in cooperative learning groups	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
G. MEAT and POULTRY:	experience and product prepared	<p>others in a group setting.</p> <p>11. Evaluate the lab experience and the food product using a prepared evaluation form</p>	<p>Eggs Leavening agent Sugar Liquid The purpose is to reinforce the function of each ingredient in baked goods.</p> <p>9. Pies: Prepare and evaluate pumpkin pie reinforcing principles/properties of eggs/custard.</p> <p>10. Pastry: Teacher demonstration of pie crust</p> <p>11. Students prepare a pastry dough for a pumpkin pie</p> <p>12. View related dept videos/related worksheets/discuss</p> <p>13. Recipes from department files</p> <p>14. Social and Cultural Cuisine: Thanksgiving- Pumpkin Pie Kwanza- Sweet Potato Pie Hanukkah- Pies/cookies Christmas-Cookies Valentines Day- Cookies St Patrick's Day- Candy Fondant</p>		

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Nutrition 2. Selection, Storage, Cooking Methods, and Cost of Meat and Poultry 3. Inspection and Grading of Meat and Poultry/Meat Labeling 4. Food Science Principles 5. Safety and Food Sanitation Concerns 6. Laboratory Experience 7. Laboratory Evaluation 8. Product Evaluation	1. The nutritional value of meat and poultry 2. Guidelines to purchase meat- and read labels 3. The inspection and grading process of meat and poultry 4. Food Science Principles/ Tenderize meat -Dry heat -Moist heat 5. Safety and sanitation guidelines for meat/poultry preparation and cookery. 6. Danger Zone Temperature 7. Evaluate lab experience/ food product evaluation	1. List the nutrients found in meat and poultry 2. Apply guidelines for purchasing meat and poultry by completing related worksheets 3. Identify procedure for inspecting and grading meat and poultry 4. Demonstrate how to tenderize meat 5 Demonstrate cooking meat with dry heat and moist heat. 6. Identify the "Danger Zone" and demonstrate proper cooking temperatures for meat and poultry preparation 7. Prepare poultry by following recipes.	1. Discuss and compare the nutritional value of various types of meat and poultry. 2. Text reading assignments- "Guide to Good Food" Chapters 18 and 19 Complete text/dept related worksheets 3. Define terms and review questions at the end of each chapter 4. Teacher lecture and class discussion demonstrating the principles and methods of cooking meat and poultry. 5. Teacher demonstration on tenderizing meat by pounding 6. Teacher displays examples of meat packages to illustrate the packaging information on the labels. Discuss cost. 7. Food Science Activities: Prepare a marinade demonstrating the affect of acid on tissues Cook several types of meat, drain fat. Measure the amount of fat and determine the% of fat in relation to type of meat. Compare and discuss	1. Notebooks 2. Classwork 3. Tests-Open Book Text Test 4. Quiz on Beef, Pork, and Poultry as each is completed 5. Grading rubric/evaluation forms for lab activities 6. Grading rubric/product evaluation forms for food products Evaluate for: Taste Texture Appearance Eating Quality 7. Observe student interaction while working in cooperative learning groups	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
		<p>8. Evaluate lab experience using a lab evaluation form.</p> <p>9. Evaluate food product using product evaluation checklist.</p>	<p>8.Cooperative Learning Activities: Lab activities include a variety of meat/poultry preparations- Meatloaf Tacos Barbeque cups Hors d oeuvres Chicken Fajitas</p> <p>9. Recipes in dept. files</p> <p>10. View dept. videos and complete related worksheets</p> <p>11. Social and Cultural Cuisine: Christmas, New Year and other holidays- Hors d oeuvres</p>		

Unit Overview

Course Title: Introduction to Culinary Arts

Unit #: UNIT 5 OVERVIEW **Unit Title:** Meal Management and Consumer Information

Unit Description:

Today's society is plagued with health issues and financial crisis as a result of poor choices. Our students are preparing their own meals and they are responsible for their personal food choices. In this unit students will learn to make healthy food choices that are appealing and satisfying. Emphasis on budgeting, food cost, and consumer information will be addressed providing our students with the knowledge needed to make wise decisions in the marketplace.

Enduring Understandings/Generalizations

Students will understand that:

1. A meal manager is someone who uses resources to reach goals related to planning, preparing and serving food.
2. The 4 goals of a meal manager are to provide nutrition, to use planned spending, prepare satisfying meals and to control the use of time and energy.
3. Smart consumers need to be plan, be well informed, and use their resources wisely.
4. Food and nutritional labeling provides consumers with important information about the food products they buy.

Guiding Questions

1. What factors affect food costs?
2. How does labeling, unit pricing, and generic products affect food choices?
3. How do you organize a shopping list?
4. How do health issues influence meal planning decisions?
5. What steps should you take to estimate the amount of money you could spend for food each week?

Curriculum Unit Plan

Course Title/Grade:	Introduction to Culinary Arts	Core Content Standards & Cumulative Progress Indicators			
Unit Number/Title:	Unit 5- Meal Management and Consumer Information				
Conceptual Lens:					
Appropriate Time Allocation:	<u>2</u> Week(s)	SEE CROSS CONTENT STANDARD ANALYSIS			

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Nutrition	1. Provide good nutrition	1. Plan nutritious meals	1. Reading assignments in "Guide To Good Food" Chapters 10 -11.	1. Notebooks	
2. Meal Patterns	2. Plan for individual/family meal patterns	2. Develop an appealing and satisfying menu incorporating Flavor	Complete text/dept related worksheets- class discussion	2. Classwork	
3. Food Presentation	3. Consideration of time and energy when making meal planning decisions	Texture	2. Review chapter questions and related terms	3. Class Discussion/ Student participation	
4. Time and Energy/ Convenience Foods	4. Factors that influence Budget Planning	Shape/Size	3. View related videos	4. Test/meal planning	
5. Budgeting	5. Cost comparison	Temperature	4. Cooperative Learning Activities: Divide students into small groups, use various store circulars to shop. Compare and contrast the stores and problem solve-"Which store meets your needs"	5. Quizzes	
6. Types of Stores/ Supermarket Trends	6. Where and when to shop	3. Conserve time and energy when meal planning/preparation	Discuss and share findings	6. Grading rubric/ activity evaluations	
7. Food Marketing	7. Consumer resources	4. Use resources wisely	5. Purchase and sample generic store brand item and name brand item-Evaluate for eating quality and cost-"Which would you buy"	7. Observe student interaction while working in cooperative learning groups	
8. Labeling	8. Information on	5. Plan a budget- Income	6. Plan 2 typical meals –analyze		
9. Work Simplification/ Conserving Resources		Fixed Expenses			
		Flexible Expenses			
		6. Recognize			

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
	food labels	supermarket trends and comparison shop 7. Create a shopping list 8. Read labels for: nutrition information pack date sell by date expiration date	the nutritional value and cost of each- Compare and Discuss 7. Assign students a particular health issue –Plan a meal designed to meet the issues of the health problem-ex: Diabetes – Discuss and Evaluate 8. Assign students a financial maximum- students plan meals of that dollar value-Discuss and Evaluate 9. Taste Factor: Experiment with different foods to demonstrate the experience of the sense of taste-Discuss and evaluate Allow students to observe/experience the role aroma plays in the flavor of foods. Students hold their noses and sample foods-discuss 10. Social and Cultural Cuisine: Mealtime Customs of other cultures and religions		

Unit Overview

Course Title: Introduction to Culinary Arts

Unit #: UNIT 6 OVERVIEW **Unit Title:** Career Exploration

Unit Description:

This unit will introduce the students to the opportunities available in the area of food related careers. The process of choosing a career, education and job requirements, and the personal qualities needed to succeed in the workplace will be discussed. Students will analyze their likes, dislikes, interests, and abilities as a preliminary step in choosing a career.

Enduring Understandings/Generalizations

Students will understand that:

1. Thinking about your interests and abilities will help you in choosing a career
2. All food-related careers require some common skills
3. Getting part-time job experience and taking related classes can help you begin preparing for a career

Guiding Questions

1. What should you ask yourself before choosing a career?
2. What are some examples of food-related careers?
3. What personal qualities are important for success in the workplace?

Curriculum Unit Plan

Course Title/Grade: Introduction to Culinary Arts **Core Content Standards & Cumulative Progress Indicators**
Unit Number/Title: Career Opportunities
Conceptual Lens: _____
Appropriate Time Allocation: 2 Week(s) SEE CROSS CONTENT STANDARD ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Choosing a Career 2. The Food service Industry 3. Food-Related Careers in Education and Business 4. Finding a job 5. Entrepreneurship Opportunities	1. The 3 general career areas in the field of foods 2. Qualifications expected 3. Steps involved in finding a job 4. Setting goals 5. Interview skills	1. Analyze likes, dislikes, interests, and abilities as a preliminary step in choosing a career. 2. Describe the 3 general career areas in the field of foods 3. List the qualifications needed to work in each career area 4. Identify skills and qualities needed for career success 5. Explain the steps in finding a job	1. Text reading assignments- "Guide to Good Food" Chapter 27 Complete related worksheets 2. Review questions at the end of the chapter-Discuss 3. Using internet and a variety of classroom resources research a food related career. Develop a career ladder. 4. Invite guest speakers into your classroom: Counselors Dietitians Cooperative Learning Activities: 5. Have students get into groups and brainstorm a list of opportunities for leadership experiences of which they might be able to take advantage while they are still in high school. Present their information to the class/ Discuss	1. Notebooks 2. Classwork 3. Class Discussion/ student participation 4. Quiz on career choices 5. Completing a job application form 6. Grading rubric for class activities 7. Observe student interaction while working in cooperative learning groups	

Cross-Content Standards Analysis

Course Title: Introduction to Culinary Arts 1

Grade: 9-12

Revised: 12/10/14

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Educational Technology	21 st Century Life and Careers
Safety and Sanitation		2.1.12.A-1 2.1.12.B.1-2-3 2.1.12.C.1 2.1.12.D.1.6 2.1.12.E.4 2.2.12.F.1-3 2.2.12.B.2 2.6.12.A.1	CCSSGR11-12, RST 1,3,4,5 CCSSGR11-12, WHST1a,c,6,10 CSSGR9-10RST1,2,3,4,5, 7,9,10 CCSSGR9-10 WHST1a-d,2a-f,3-10	CCSSGR9-12 N-Q, 1-3	5.1.12A1-3 5.1.12B1-4 5.1.12C1-3 5.1.12D1-2 5.3.12B2				9.3.12.AG-FD.2,3,4 9.3.12.AR.2 9.3.HT.5 9.3.HT-RFB.2 CRP 1-12
Nutrition and Health		2.1.12.A-1 2.1.12.B.1-2-3 2.1.12.C.1 2.1.12.D.1.6 2.1.12.E.4 2.2.12.F.1-3 2.2.12.B.2 2.6.12.A.1	CCSSGR11-12, RST 1,3,4,5 CCSSGR11-12, WHST1a,c,6,10 CSSGR9-10RST1,2,3,4,5, 7,9,10 CCSSGR9-10 WHST1a-d,2a-f,3-10	CCSSGR9-12 N-Q, 1-3	5.1.12A1-3 5.1.12B1-4 5.1.12C1-3 5.1.12D1-2 5.3.12B2		8.1.12.A.1		9.3.12.AG-FD.2,3,4 9.3.HL-HI.2 CRP 1-12
Kitchen Fundamentals		2.1.12.A-1 2.1.12.B.1-2-3 2.1.12.C.1 2.1.12.D.1.6 2.1.12.E.4 2.2.12.F.1-3 2.2.12.B.2 2.6.12.A.1	CCSSGR11-12, RST 1,3,4,5 CCSSGR11-12, WHST1a,c,6,10 CSSGR9-10RST1,2,3,4,5, 7,9,10 CCSSGR9-10 WHST1a-d,2a-f,3-10	CCSSGR9-12 N-Q, 1-3	5.1.12A1-3 5.1.12B1-4 5.1.12C1-3 5.1.12D1-2 5.3.12B2		8.1.12.A.1		CRP 1-12
Food Preparation Skills and Techniques		2.1.12.A-1 2.1.12.B.1-2-3 2.1.12.C.1 2.1.12.D.1.6 2.1.12.E.4 2.2.12.F.1-3 2.2.12.B.2 2.6.12.A.1	CCSSGR11-12, RST 1,3,4,5 CCSSGR11-12, WHST1a,c,6,10 CSSGR9-10RST1,2,3,4,5, 7,9,10 CCSSGR9-10 WHST1a-d,2a-f,3-10	CCSSGR9-12 N-Q, 1-3	5.1.12A1-3 5.1.12B1-4 5.1.12C1-3 5.1.12D1-2 5.3.12B2				9.3.12.AG-FD.2,3,4 9.3.ST.-ET.4 CRP 1-12

Meal Management and Consumer Information		2.1.12.A-1 2.1.12.B.1-2-3 2.1.12.C.1 2.1.12.D.1.6 2.1.12.E.4 2.2.12.F.1-3 2.2.12.B.2 2.6.12.A.1	CCSSGR11-12, RST 1,3,4,5 CCSSGR11-12, WHST1a,c,6,10 CSSGR9- 10RST1,2,3,4,5, 7,9,10 CCSSGR9-10 WHST1a-d,2a- f,3-10	CCSSGR9-12 N-Q, 1-3	5.1.12A1-3 5.1.12B1-4 5.1.12C1-3 5.1.12D1-2 5.3.12B2			8.1.12.F.1	9.3.12.AG- FD.2,3,4 9.3.12.AG- B12.1 9.3.ST-SM.2,3 9.3.ST.2 CRP 1-12
Career Exploration		2.1.12.A-1 2.1.12.B.1-2-3 2.1.12.C.1 2.1.12.D.1.6 2.1.12.E.4 2.2.12.F.1-3 2.2.12.B.2 2.6.12.A.1	CCSSGR11-12, RST 1,3,4,5 CCSSGR11-12, WHST1a,c,6,10 CSSGR9- 10RST1,2,3,4,5, 7,9,10 CCSSGR9-10 WHST1a-d,2a- f,3-10					8.1.12.F.1 8.1.12.D.5	9.3.12.AG- FD.2,3,4 9.3.12.AG.1 9.3.12.AG.5 9.3.12.AR.1.3,4, 5,6 9.3.12.AR-VIS.2 9.3.HT.6 9.3.HT-RFB.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3HT-RFB.9 CRP 1-12

***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.