HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP HIGH SCHOOL ADVANCED CULINARY ARTS

Revised August, 2017

Advanced Culinary Arts

Advanced Culinary Arts is a single semester course that builds upon the skills learned in the Culinary Arts course. Students combine classroom instruction in major culinary topics with professional level laboratory experiences to gain a deep understanding of the food service industry. The Advanced Culinary Arts course is designed to prepare students for employment in the foodservice industry as well as for continuing education in Culinary Arts.

In this course students will begin by reviewing safety and sanitation and how the HACCP system ensures the safety of the food they serve. They will practice their knife skills to increase their speed and efficiency. Standardized recipes will be explored as well as the many different types of dining experiences available in the foodservice industry. Students will learn about and prepare pasta and grains, stocks and sauces, meats and poultry, fish and shellfish, and a variety of foods from the garde manger station.

Later in the course students will practice preparing menus of different types. Then they will finish up the semester by cooking a tasting foods from around the world.

Essential Enduring Questions Understandings	National Family & Consumer Sciences Standards	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	NJ 21st Century Life and Career Standards
Unit 1 – Safety & Sanitation					
Pacing- 2 Days					
How can work in the kitchen be safe and efficient? What procedures should be followed to prevent injury and illness? What are the risks of serving "bad" food to customers? It is the personal responsibility of each worker to practice safety at all times. Bacteria can grow rapidly in the right setting. There are systems designed to protect food. There are consequences for serving improperly prepared or stored food to others.	8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.2 Employ food service management safety/sanitation program procedures. 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness. 8.2.5 Practice standard personal hygiene and wellness procedures. 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross	Review: Kitchen safety guidelines and equipment. First aid measures for most common kitchen injuries. The sources of direct contamination and cross-contamination. Biological, chemical, and physical hazards. Discuss all lab expectations and procedures. Demonstrate appropriate grooming for the workplace.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests.	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Mathematics A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. Science	9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate

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serving	There are	8.2.5 Practice standard	physical	3-2-1 Countdown,	<u>Mathematics</u>	9.3.HT-RFB.2
"bad" food	consequences for	personal hygiene and wellness	hazards.	graphic organizers,	A-CED.1 Create equations and	Demonstrate
to	serving	procedures.		gallery, and self	inequalities in one variable and	safety and
customers?	improperly	8.2.6 Demonstrate proper	Discuss all lab	assessment/reflecti	use them to solve problems.	sanitation
	prepared or	purchasing, receiving, storage,	expectations and	on.	Include equations arising from	procedures in
	stored food to	and handling of both raw and	procedures.		linear and quadratic functions,	food and
		prepared foods.		End of unit quizzes	and simple rational and	beverage
	others.	8.2.7 Demonstrate safe food	Demonstrate appropriate	and tests.	exponential functions.	service
		handling and preparation	grooming for the		<u>Science</u>	facilities.
		techniques that prevent cross	workplace.	Performance as	HS-LS2-7. Design, evaluate, and	9.3.HT-RFB.4
		contamination from potentially		measured by	refine a solution for reducing the	Demonstrate
		hazardous foods and food	Explain when and how	teacher designed	impacts of human activities on	leadership
		groups.	gloves are used in the	rubric.	the environment and biodiversity.	qualities and
		8.2.10 Demonstrate safe and	kitchen.		Social Studies	collaboration
		environmentally responsible		Authentic	6.1.12.B.16.a Explain why	with others.
1		waste disposal and recycling	Explain the purpose of	Assessment:	natural resources (i.e., fossil	9.3.HT-RFB.8
		methods.	the HACCP system.	Cook a variety of	fuels, food, and water) continue	Implement
		8.3.3 Demonstrate procedures		foods and identify	to be a source of conflict, and	standard
		for cleaning and sanitizing	Identify critical control	the possible food	analyze how the United States	operating
		equipment, serving dishes,	points and how	safety pitfalls for	and other nations have addressed	procedures
		glassware, and utensils to meet	contamination can be	each recipe.	issues concerning the distribution	related to food
		industry standards and OSHA	controlled at each point.		and sustainability of natural	and beverage
		requirements.			resources.	production and
		8.3.5 Demonstrate procedures	Explain why it is		<u>Technology</u>	guest service.
		for safe and secure storage of	important to inspect all		8.1.12.D.1 Demonstrate	
		equipment and tools.	food products for		appropriate application of	
		8.6.1 Apply principles of	damage and spoilage		copyright, fair use and/or	
		purchasing, receiving, and	when they are received.		Creative Commons to an original	
		storing in food service			work.	
		operations.	Identify safety measures		Health and Phys. Ed	
		8.6.2 Practice inventory	to take when holding and		2.1.12.B.1 Determine the	
		procedures including first	serving food.			
		in/first out concept, date			relationship of nutrition and	
		marking, and specific record	Explain the meaning and		physical activity to weight loss,	
		keeping.	purpose of FIFO.		weight gain, and weight	
					maintenance.	
					2.1.12.B.2 Compare and contrast	
		<u> </u>		l	the dietary trends and eating	

				habits of adolescents and young adults in the United States and other countries.	
Unit 2 - Basic Skills Review Pacing – 3 Days					
What are the skills that are necessary for success in the kitchen? Knife skills an organization at ways to increase efficiency in the kitchen. Organization in the kitchen is critical to success.	and functions of individuals engaged in food production and services careers. 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2 Maintain tools and equipment following safety procedures and OSHA	Explain the role of mise en place in a kitchen. Demonstrate proper mise en place in the production of a recipe. Explain how the layout of a kitchen affects workflow. Identify parts of a knife. Select appropriate knives for specific tasks. Perform basic cutting techniques with speed and accuracy. List important knife safety and sanitation guidelines. Explain proper knife storage guidelines. Demonstrate the proper way to grip a knife. Select hand tools for	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests. Performance as measured by teacher designed rubric. Authentic	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others Mathematics A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Social Studies 6.2.12.B.6.a Determine the	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the

		equipment and current technologies. 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.	Select cookware based on its specific use.	Practice a variety of knife skills while measuring accuracy and speed. Increase the speed and accuracy	population growth, migration, and changes in urban-rural populations on natural resources and land use. Technology 8.1.12.D.1 Demonstrate	foodservice industry.
		8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.		over time.	appropriate application of copyright, fair use and/or Creative Commons to an original work. Health and Phys. Ed	
		8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.			2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	
Unit 3 - Using S	tandardized					
Recipes Pacing - 5 Day	S					
How is a standardized recipe written?	A recipe must be tested and researched before it	8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.	Explain the role that standardized recipes play in maintaining product consistency.	Evaluation of student work (e.g, classwork, homework)	Language Arts NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and	9.3.HT-RFB.2 Demonstrate safety and sanitation
Why is it important to have an accurate	is used commercially. Kitchens are	8.6.1 Apply principles of purchasing, receiving, and storing in food service operations.	Describe the parts of a standardized recipe.	Group/class discussions.	style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce	procedures in food and beverage service
recipe?	more organized when everything is done the same way.	8.7.2 Demonstrate quality service techniques and procedures that meet industry standards in the foodservice	Contrast formulas and recipes. Create standardized	Regular implementation of formative assessment	and publish writing and to interact and collaborate with others Mathematics	facilities. 9.3.HT-RFB.4 Demonstrate leadership
	Often recipes found on the	industry.	recipes.	strategies including but not limited to	A-CED.1 Create equations and inequalities in one variable and	qualities and collaboration
	Internet are untested and may		Describe different recipe measurements and when each is used.	exit tickets, think-pair-share, 3-2-1 Countdown,	use them to solve problems. Include equations arising from linear and quadratic functions,	with others. 9.3.HT-RFB.8 Implement

	fail in the kitchen. Weight is the most accurate unit of measurement in cooking.		Convert standard recipes. Explain the factors that affect recipe conversion. Describe methods of portion control and why it is important. Calculate unit cost, yield percentage, percent of shrinkage, and cost per portion. Complete a recipe costing form.	graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests. Performance as measured by teacher designed rubric. Authentic Assessment: Edit a home recipe to standardized format.	and simple rational and exponential functions. Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Social Studies 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources. Technology 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. Health and Phys. Ed 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight	standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.
Unit 4 - The Dir	ning Experience				maintenance.	
Pacing - 7 Day						
What makes one dining establishment different from another?	A restaurant concept is what distinguishes one restaurant from another.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting,	Describe the role and duties of the server. Serve food and beverages properly.	Evaluation of student work (e.g, classwork, homework)	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and

			inoca Cannary This Car			
How do the	The type of	broiling, smoking, grilling,	Describe the five	Group/class	NJSLSA.W4. Produce clear and	beverage
roles of "front	dining	sauteing, pan frying, deep	different types of dining	discussions.	coherent writing in which the	service
of the house"	establishment	frying, braising, stewing,	environments.		development, organization, and	facilities.
and "back of	and its meal	poaching, steaming, and		Regular	style are appropriate to task,	9.3.HT-RFB.4
the house"	service strongly	baking using professional	Explain the	implementation of	purpose, and audience.	Demonstrate
differ and how	influence a	equipment and current	characteristics of the	formative	NJSLSA.W6. Use technology,	leadership
do they work	customer's	technologies.	various types of meal	assessment	including the Internet, to produce	qualities and
together?	experience.	8.5.3 Demonstrate knowledge	service.	strategies including	and publish writing and to	collaboration
		of portion control and proper		but not limited to	interact and collaborate with	with others.
	Front of the	scaling and measurement	Demonstrate different	exit tickets,	others	9.3.HT-RFB.8
	house staff are	techniques.	styles of meal service.	think-pair-share,	Mathematics	Implement
	customer facing	8.5.4 Apply the fundamentals		3-2-1 Countdown,	MG.1 Use geometric shapes,	standard
	and back of the	of time, temperature, and	Restock side station	graphic organizers,	their measures, and their	operating
	house staff	cooking methods to cooking	items.	gallery, and self	properties to describe objects	procedures
	prepare food.	cooling, and reheating, and		assessment/reflecti	MG.3 Apply geometric methods	related to food
		holding of a variety of foods.	Set glassware, tableware,	on.	to solve design problems	and beverage
		8.7.1 Analyze the role of	and flatware		<u>Science</u>	production and
		quality service as a strategic	appropriately.	End of unit quizzes	HS-LS2-7. Design, evaluate, and	guest service.
		component of exceptional		and tests.	refine a solution for reducing the	9.3.HT-RFB.9
		performance.	Fold napkins into various		impacts of human activities on	Describe
		8.7.3 Analyze the relationship	decorative shapes.	Performance as	the environment and biodiversity.	career
		between employee attitude and		measured by	Social Studies	opportunities
		skills and customer	Use appropriate table	teacher designed	6.2.12.B.6.a Determine the	and
		satisfaction.	settings.	rubric.	global impact of increased	qualifications
					population growth, migration,	in the
					and changes in urban-rural	restaurant and
		,			populations on natural resources	foodservice
-					and land use.	industry.
					Technology	
					8.1.12.D.1 Demonstrate	
					appropriate application of	
					copyright, fair use and/or	
					Creative Commons to an original	
					work.	
					Health and Phys. Ed	
					2.1.12.B.1 Determine the	
	1	1	<u> </u>	1	relationship of nutrition and	

Unit 5 – Pasta &	2 Curing				physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Pacing – 9 Day						
How can we use grains to get customers interested in new foods? Why are there so many pasta shapes?	There are a wide variety of grains from all over the world. Customers like trying new menu items with "exotic" ingredients. Each pasta shape has unique qualities that help match it to the best sauce.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods. 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and	Identify various types of pasta. Describe the standards of quality for pasta. Explain how to purchase and store fresh and dry pasta. Demonstrate how to stuff, boil, and bake pasta. Describe different varieties of rice. Describe four common grains. Demonstrate various cooking methods used for rice and other grains.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests. Performance as	Language Arts NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Mathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems Science HS-LS2-7. Design, evaluate, and	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe
				Performance as measured by		

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	8.5.12 Demonstrate		teacher designed	impacts of human activities on	and
	professional plating,		rubric.	the environment and biodiversity.	qualifications
	garnishing, and food			Social Studies	in the
	presentation techniques.		Authentic	6.1.12.B.16.a Explain why	restaurant and
			Assessment:	natural resources (i.e., fossil	foodservice
			Assemble and cook	fuels, food, and water) continue	industry.
			a filled pasta.	to be a source of conflict, and	
				analyze how the United States	
				and other nations have addressed	
	1			issues concerning the distribution	
				and sustainability of natural	
				resources.	
				6.2.12.B.6.a Determine the	
				global impact of increased	
				population growth, migration,	
				and changes in urban-rural	
				populations on natural resources	
				and land use.	
				<u>Technology</u>	
				8.1.12.D.1 Demonstrate	
				appropriate application of	
				copyright, fair use and/or	
				Creative Commons to an original	
				work.	
				Health and Phys. Ed	
				2.1.12.B.1 Determine the	
				relationship of nutrition and	
				physical activity to weight loss,	
				weight gain, and weight	
				maintenance.	
				2.1.12.B.2 Compare and contrast	
				the dietary trends and eating	
				habits of adolescents and young	
				adults in the United States and	
				other countries.	
Unit 6 - Stocks & Sauces					
Pacing - 9 Days					

How are	Stocks are the	8.5.1 Demonstrate professional	Describe the	Evaluation of	Language Arts	9.3.HT-RFB.2
stocks the	basis of classic	skills in safe handling of	characteristics of the	student work (e.g,	NJSLSA.W6. Use technology,	Demonstrate
foundation of	cuisine.	knives, tools, and equipment.	basic types of stocks.	classwork,	including the Internet, to produce	safety and
sauce		8.5.2 Demonstrate professional		homework)	and publish writing and to	sanitation
production?	A chef needs to	skill for a variety of cooking	Explain how to prepare		interact and collaborate with	procedures in
	identify and	methods including roasting,	stock.	Group/class	others	food and
What are	prepare the five	broiling, smoking, grilling,		discussions.	NJSLSA.SL1. Prepare for and	beverage
"Mother	mother sauces.	sauteing, pan frying, deep	Prepare a vegetable,	Regular	participate effectively in a range	service
Sauces"?		frying, braising, stewing,	chicken, or beef stock.	implementation of	of conversations and	facilities.
	All other sauces	poaching, steaming, and		formative	collaborations with diverse	9.3.HT-RFB.4
	are variations of	baking using professional	Describe the types of	assessment	partners, building on others'	Demonstrate
	the mother	equipment and current	sauces.	strategies including	ideas and expressing their own	leadership
	sauces.	technologies.		but not limited to	clearly and persuasively.	qualities and
		8.5.3 Demonstrate knowledge	Explain the uses of	exit tickets,	Mathematics	collaboration
		of portion control and proper	sauces.	think-pair-share,	A-CED.1 Create equations and	with others.
		scaling and measurement		3-2-1 Countdown,	inequalities in one variable and	9.3.HT-RFB.8
		techniques.	Use thickening agents	graphic organizers,	use them to solve problems.	Implement
		8.5.4 Apply the fundamentals	properly.	gallery, and self	Include equations arising from	standard
		of time, temperature, and		assessment/reflecti	linear and quadratic functions,	operating
		cooking methods to cooking	Make a variety of sauces.	on.	and simple rational and	procedures
		cooling, and reheating, and			exponential functions.	related to food
		holding of a variety of foods.		End of unit quizzes	<u>Science</u>	and beverage
		8.5.6 Prepare various stocks,		and tests.	HS-LS2-7. Design, evaluate, and	production and
		soups, and sauces using safe			refine a solution for reducing the	guest service.
		handling and professional		Performance as	impacts of human activities on	9.3.HT-RFB.9
		preparation techniques.		measured by	the environment and biodiversity.	Describe
		8.5.12 Demonstrate		teacher designed	Social Studies	career
		professional plating,		rubric.	6.1.12.B.16.a Explain why	opportunities
		garnishing, and food			natural resources (i.e., fossil	and
		presentation techniques.		Authentic	fuels, food, and water) continue	qualifications
				Assessment:	to be a source of conflict, and	in the
				Using one of the	analyze how the United States	restaurant and
				mother sauces as a	and other nations have addressed	foodservice
				base make a new	issues concerning the distribution	industry.
				sauce.	and sustainability of natural	
					resources.	
					6.2.12.B.6.a Determine the	
					global impact of increased	

					population growth, migration, and changes in urban-rural populations on natural resources and land use. Technology 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. Health and Phys. Ed 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Unit 7 - Garde l	Manger					
Pacing - 5 Days	0					
How does the	Catered food	8.5.1 Demonstrate professional	List the items a garde	Evaluation of	Language Arts	9.3.HT-RFB.2
role of the Garde Manger differ from the other roles in the back of the house? How do the principles of	requires extra focus on presentation. The Garde Manger is the chef in charge or serving salads, cold soups,	skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and	manger needs to consider in preparing food. Identify the types of food prepared in the garde-manger work station. Describe the tools and	student work (e.g, classwork, homework) Group/class discussions. Regular implementation of	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with	Demonstrate safety and sanitation procedures in food and beverage service facilities.
food safety apply to the Garde Manger position?	meats and cheeses.	baking using professional equipment and current technologies.	techniques used by a garde manger.	formative assessment strategies including but not limited to	others NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and	Demonstrate leadership qualities and

The Garde	8.5.3 Demonstrate knowledge	Prepare decorative	exit tickets,	collaborations with diverse	collaboration
Manger chef	of portion control and proper	garnishes.	think-pair-share,	partners, building on others'	with others.
should be an	scaling and measurement		3-2-1 Countdown,	ideas and expressing their own	9.3.HT-RFB.8
expert in cold	techniques.	Prepare salads made	graphic organizers,	clearly and persuasively.	Implement
storage as well as	8.5.4 Apply the fundamentals	from a variety of greens.	gallery, and self	Mathematics	standard
knife skills.	of time, temperature, and		assessment/reflecti	MG.1 Use geometric shapes,	operating
	cooking methods to cooking	List the main types of	on.	their measures, and their	procedures
	cooling, and reheating, and	salads served during a		properties to describe objects	related to food
	holding of a variety of foods.	meal.	End of unit quizzes	MG.3 Apply geometric methods	and beverage
	8.5.8 Prepare various salads,		and tests.	to solve design problems	production and
	dressings, marinades, and	Identify the four main		<u>Science</u>	guest service.
	spices using safe handling and	parts of a salad.	Performance as	HS-LS2-7. Design, evaluate, and	9.3.HT-RFB.9
	professional preparation		measured by	refine a solution for reducing the	Describe
	techniques.	Prepare salad dressings.	teacher designed	impacts of human activities on	career
	8.5.9 Prepare sandwiches,		rubric.	the environment and biodiversity.	opportunities
	canapes, and appetizers using	Describe the five main		Social Studies	and
	safe handling and professional	types of cheese.		6.1.12.B.16.a Explain why	qualifications
	preparation techniques.			natural resources (i.e., fossil	in the
	8.5.12 Demonstrate	Identify cheeses from		fuels, food, and water) continue	restaurant and
	professional plating,	each of the five main		to be a source of conflict, and	foodservice
	garnishing, and food	types.		analyze how the United States	industry.
	presentation techniques.			and other nations have addressed	
		Explain how to store		issues concerning the distribution	
		cheese so it is sanitary		and sustainability of natural	
		and well preserved.		resources.	
				6.2.12.B.6.a Determine the	
		Describe a relish tray and		global impact of increased	
		the kinds of dips that		population growth, migration,	
		accompany it.		and changes in urban-rural	
				populations on natural resources	
				and land use.	
				<u>Technology</u>	
				8.1.12.D.1 Demonstrate	
				appropriate application of	
				copyright, fair use and/or	
				Creative Commons to an original	
				work.	
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					Health and Phys. Ed 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young	
Unit 8 - Poultry Pacing – 7 Days					adults in the United States and other countries.	
How are cuts of meat and poultry chosen for a recipe? How are cooking techniques chosen for meats and poultry products? How do the	Cuts of meat from different parts of the animal require different methods of cooking. The amount of exercise a muscle gets determines the best cooking method to use when cooking.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Demonstrate knowledge	Identify different kinds, classes, and market forms of poultry. Explain how poultry is inspected and graded. Handle, store, and prepare poultry for cooking. Prepare poultry using various dry and moist cooking techniques.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration
How do the principles of food safety apply to the use of meats and poultry?	Meats and poultry must be stored and cooked properly to be safely consumed.	of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods. 8.5.5 Prepare various meats, seafood, and poultry using safe	Present a properly cooked and plated poultry product. Demonstrate how to carve roasted or baked poultry.	but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests.	and publish writing and to interact and collaborate with others Mathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems Science	with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.

10		handling and professional	Describe the nutritional		HS-LS2-7. Design, evaluate, and	9.3.HT-RFB.9
		preparation techniques.	composition of meat.	Performance as	refine a solution for reducing the	Describe
		8.5.12 Demonstrate		measured by	impacts of human activities on	career
		professional plating,	Describe the internal	teacher designed	the environment and biodiversity.	opportunities
		garnishing, and food	structure of meat.	rubric.	Social Studies	and
		presentation techniques.			6.1.12.B.16.a Explain why	qualifications
			Describe the quality	Authentic	natural resources (i.e., fossil	in the
	!		grades of meat.	Assessment:	fuels, food, and water) continue	restaurant and
				Cook chicken in a	to be a source of conflict, and	foodservice
	1		Describe the process of	variety of ways.	analyze how the United States	industry.
			aging meat.		and other nations have addressed	
					issues concerning the distribution	
			Identify primal and		and sustainability of natural	
			fabricated cuts of pork,		resources.	
			lamb, veal, and beef.		6.2.12.B.6.a Determine the	
					global impact of increased	
			Identify the quality		population growth, migration,	
			characteristics of pork,		and changes in urban-rural	
			lamb, veal, and beef.		populations on natural resources	
					and land use.	
			Describe the techniques		<u>Technology</u>	
			used to process meat.		8.1.12.D.1 Demonstrate	
					appropriate application of	
			Demonstrate appropriate		copyright, fair use and/or	
			storage procedures for		Creative Commons to an original	
			pork, lamb, veal, and		work.	
			beef.		Health and Phys. Ed	
			P 1 : 1		2.1.12.B.1 Determine the	
			Explain how cooking		relationship of nutrition and	
			affects pork, veal, lamb,		physical activity to weight loss,	
:			and beef.		weight gain, and weight	
			Determine the devenue		maintenance.	
			Determine the doneness of meat.		2.1.12.B.2 Compare and contrast	
			of meat.		the dietary trends and eating	
			Demonstrate different		habits of adolescents and young	
					adults in the United States and	
			cooking methods used		other countries.	
			for meats.		Oller Countries.	

Unit 9 - Fish &	Shellfish					
Pacing - 7 Days						
How are fish	There are	8.5.1 Demonstrate professional	Describe the composition	Evaluation of	Language Arts	9.3.HT-RFB.2
and shellfish	specific things to	skills in safe handling of	and structure of fish.	student work (e.g,	NJSLSA.R2. Determine central	Demonstrate
chosen?	look for in fresh	knives, tools, and equipment.		classwork,	ideas or themes of a text and	safety and
	fish and	8.5.2 Demonstrate professional	Identify several varieties	homework)	analyze their development;	sanitation
How are	shellfish.	skill for a variety of cooking	of saltwater and		summarize the key supporting	procedures in
cooking		methods including roasting,	freshwater fish.	Group/class	details and ideas.	food and
techniques	Fish and	broiling, smoking, grilling,		discussions.	NJSLSA.W4. Produce clear and	beverage
chosen for fish	shellfish can be	sauteing, pan frying, deep	Identify common market		coherent writing in which the	service
and shellfish?	potentially	frying, braising, stewing,	forms of fish.	Regular	development, organization, and	facilities.
	hazardous if they	poaching, steaming, and		implementation of	style are appropriate to task,	9.3.HT-RFB.4
How do the	are not	baking using professional	Describe how to	formative	purpose, and audience.	Demonstrate
principles of	purchased, stored	equipment and current	purchase and store fish.	assessment	NJSLSA.W6. Use technology,	leadership
food safety	and prepared	technologies.		strategies including	including the Internet, to produce	qualities and
apply to fish	with care.	8.5.3 Demonstrate knowledge	Explain how fish and	but not limited to	and publish writing and to	collaboration
and shellfish?		of portion control and proper	shellfish are inspected	exit tickets,	interact and collaborate with	with others.
		scaling and measurement	and graded.	think-pair-share,	others	9.3.HT-RFB.8
		techniques.		3-2-1 Countdown,	<u>Mathematics</u>	Implement
		8.5.4 Apply the fundamentals	Describe the structure	graphic organizers,	MG.1 Use geometric shapes,	standard
		of time, temperature, and	and composition of	gallery, and self	their measures, and their	operating
		cooking methods to cooking	shellfish.	assessment/reflecti	properties to describe objects	procedures
		cooling, and reheating, and		on.	MG.3 Apply geometric methods	related to food
		holding of a variety of foods.	Identify market forms of		to solve design problems	and beverage
		8.5.5 Prepare various meats,	shellfish.	End of unit quizzes	<u>Science</u>	production and
		seafood, and poultry using safe		and tests.	HS-LS2-7. Design, evaluate, and	guest service.
		handling and professional	Describe proper handling		refine a solution for reducing the	
		preparation techniques.	procedures for shellfish.	Performance as	impacts of human activities on	
		8.5.12 Demonstrate		measured by	the environment and biodiversity.	
		professional plating,	Explain how cooking	teacher designed	Social Studies	
		garnishing, and food	affects fish and shellfish.	rubric.	6.1.12.B.16.a Explain why	
		presentation techniques.			natural resources (i.e., fossil	
			Cook fish and shellfish.		fuels, food, and water) continue	
					to be a source of conflict, and	
					analyze how the United States	8 8 8

Unit 10 - Menu Pacing – 5 Day	s		Demonstrate ways to garnish fish and shellfish.		and other nations have addressed issues concerning the distribution and sustainability of natural resources. 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. Technology 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. Health and Phys. Ed 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
What type of menu is best for my restaurant? How can a restaurant	Different restaurant types have different requirements for their menus.	8.4.1Use computer based menu systems to develop and modify menus.8.4.2 Apply menu-planning principles to develop and modify menus.	Explain the role of the menu. Summarize the factors that influence a menu.	Evaluation of student work (e.g, classwork, homework) Group/class discussions.	Language Arts NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage

Dostaviranta harra	9.4.2 Analyza food againment	Decaribe the types of		NICI CA W/6 Liga tachnology	service
i			Damilan		
					facilities.
their advertising.	*		_		9.3.HT-RFB.4
		establishments.			Demonstrate
					leadership
		, ,			qualities and
	* *	principles.			collaboration
			,		with others.
preferences.					9.3.HT-RFB.8
			,		Implement
		and variety.	0 1		standard
					operating
			assessment/reflecti		procedures
		0	on.		related to food
		menu description.			and beverage
					production and
			and tests.		guest service.
	terminology, and menu pricing	influence menu style and			9.3.HT-RFB.9
	to menu planning.	design.	Performance as	and simple rational and	Describe
			1	exponential functions.	career
		Contrast basic menu	teacher designed	<u>Science</u>	opportunities
		formats.	rubric.		and
				refine a solution for reducing the	qualifications
		Describe the basic menu	Authentic	impacts of human activities on	in the
		categories and how they	Assessment:	the environment and biodiversity.	restaurant and
		are organized.	Plan a menu for a	Social Studies	foodservice
			restaurant.	6.1.12.B.16.a Explain why	industry.
		Identify the influences		natural resources (i.e., fossil	
		that impact menu prices.		fuels, food, and water) continue	
	72			to be a source of conflict, and	
		Use the factor method		analyze how the United States	
		and markup-on-cost		and other nations have addressed	
		method of pricing		issues concerning the distribution	
		correctly.		and sustainability of natural	
				resources.	
				Technology	
				8.1.12.D.1 Demonstrate	
				8.1.12.D.1 Demonstrate	
	Restaurants have to offer truth in their advertising. Menu items should be chosen by to meet customer preferences.	and supplies needed for menu production. 8.4.4 Develop a variety of menu layouts, themes, and design styles. 8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements. 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. 8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing	and supplies needed for menu production. 8.4.4 Develop a variety of menu layouts, themes, and design styles. 8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements. 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. 8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. Barrier truth in their advertising. 8.4.4 Develop a variety of menu goodservice establishments. List basic menu planning principles. Plan interesting menus that offer good nutrition and variety. Use truth-in-menu guidelines to write a menu description. Identify the elements that influence menu style and design. Contrast basic menu formats. Describe the basic menu categories and how they are organized. Identify the influences that impact menu prices. Use the factor method and markup-on-cost method of pricing	and supplies needed for menu production. 8.4.4 Develop a variety of menu layouts, themes, and design styles. 8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements. 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. 8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. Authentic Authentic Assessment: Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests. Describe the basic menu formats. Describe the basic menu categories and how they are organized. List basic menu planning but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests. Describe the basic menu categories and how they are organized. List basic menu planning but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests. Describe the basic menu categories and how they are organized. List basic menu planning but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment formats. Describe the basic menu categories and how they are organized. Lietnify the influences that impact menu prices. Use the factor method and markup-on-cost method of pricing	and supplies needed for menu their advertising. Menu items should be chosen by to meet customer preferences. 8.4.6 Prepare requisitions for food, equipment, and supplies to meet production requirements. 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. 8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. Beautiful to disagnate the first statis in the limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflection. Beautiful to disagnate the first specific to menu description. Contrast basic menu formats. Describe the basic menu categories and how they are organized. Describe the basic menu categories and how they are organized. Describe the basic menu prices. Lightly the influences that impact menu prices. Use the factor method and markup-on-cost method of pricing correctly. Technology Including the Internet, to produce implementation of formative assessment interact and publish writing and to interact and collaborate with others NJSLSA.SL1. Prepare for and but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflection. Begular implementation of formative assessment strategies including portion conductive and publish writing and to interact and collaborate with others NJSLSA.SL1. Prepare for and but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflection. Beautiful to the limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflection. End of unit quizzes and tests. Including the Internet, to produce interact and publish writing and to others the set titickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment test influences that influence menu style and tests. List basic menu plan

		T		T	T	
					copyright, fair use and/or	
					Creative Commons to an original	
					work.	
					Health and Phys. Ed	
					2.1.12.B.1 Determine the	
					relationship of nutrition and	
					physical activity to weight loss,	
					weight gain, and weight	
					maintenance.	
					2.1.12.B.2 Compare and contrast	
					the dietary trends and eating	
					habits of adolescents and young	
					adults in the United States and	
					other countries.	
Unit 11 - Inter	national Cooking					
Pacing - 15 D	ays					
						and the second
How is a	A country's	8.5.1 Demonstrate professional	Describe the factors that	Evaluation of	Language Arts	9.3.HT-RFB.2
cuisine	climate, people	skills in safe handling of	influence the culinary	student work (e.g,	NJSLSA.R2. Determine central	Demonstrate
created?	and culture	knives, tools, and equipment.	traditions of different	classwork,	ideas or themes of a text and	safety and
	combine to make	8.5.2 Demonstrate professional	parts of the world.	homework)	analyze their development;	sanitation
What are	a cuisine.	skill for a variety of cooking			summarize the key supporting	procedures in
examples of		methods including roasting,	Identify classic recipes	Group/class	details and ideas.	food and
classic	Classic recipes	broiling, smoking, grilling,	from a selection of	discussions.	NJSLSA.W6. Use technology,	beverage
international	differ by region	sauteing, pan frying, deep	Asian, African,		including the Internet, to produce	service
recipes?	and culture.	frying, braising, stewing,	European, South	Regular	and publish writing and to	facilities.
		poaching, steaming, and	American, and	implementation of	interact and collaborate with	9.3.HT-RFB.4
		baking using professional	Mediterranean countries.	formative	others	Demonstrate
		equipment and current		assessment	NJSLSA.SL1. Prepare for and	leadership
		technologies.	Prepare a variety of	strategies including	participate effectively in a range	qualities and
		8.5.3 Demonstrate knowledge	foods from Asian	but not limited to	of conversations and	collaboration
		of portion control and proper	countries.	exit tickets,	collaborations with diverse	with others.
		scaling and measurement		think-pair-share,	partners, building on others'	9.3.HT-RFB.8
		techniques.	Prepare a variety of	3-2-1 Countdown,	ideas and expressing their own	Implement
		8.5.4 Apply the fundamentals	foods from European	graphic organizers,	clearly and persuasively.	standard
		of time, temperature, and	countries.	gallery, and self	NJSLSA.SL2. Integrate and	operating
		cooking methods to cooking	<u> </u>		evaluate information presented in	procedures

	-			· · · · · · · · · · · · · · · · · · ·
cooling, and reheating, and	Prepare a variety of	assessment/reflecti	diverse media and formats,	related to food
holding of a variety of foods.	foods from	on.	including visually, quantitatively,	and beverage
8.5.12 Demonstrate	Mediterranean countries.		and orally.	production and
professional plating,		End of unit quizzes	Mathematics	guest service.
garnishing, and food	Prepare a variety of	and tests.	A-CED.1 Create equations and	9.3.HT-RFB.9
presentation techniques.	foods from South		inequalities in one variable and	Describe
	American countries.	Performance as	use them to solve problems.	career
		measured by	Include equations arising from	opportunities
	Prepare a variety of	teacher designed	linear and quadratic functions,	and
	foods from African	rubric.	and simple rational and	qualifications
	countries.		exponential functions.	in the
			<u>Science</u>	restaurant and
			HS-LS2-7. Design, evaluate, and	foo service
			refine a solution for reducing the	industry.
			impacts of human activities on	
			the environment and biodiversity.	
			Social Studies	
			6.1.12.B.16.a Explain why	
			natural resources (i.e., fossil	
	}		fuels, food, and water) continue	
			to be a source of conflict, and	
	1		analyze how the United States	
			and other nations have addressed	
			issues concerning the distribution	
			and sustainability of natural	
			resources.	
			Technology	
			8.1.12.D.1 Demonstrate	
			appropriate application of	
			copyright, fair use and/or	
			Creative Commons to an original	
			work.	
			Health and Phys. Ed	
			2.1.12.B.1 Determine the	
			relationship of nutrition and	
			physical activity to weight loss,	

Unit 12- Kitche Pacing – 5 Day	n Maintenance				weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Why is cleanliness important in a kitchen setting?	It is important to deep clean a kitchen at regular intervals. Organization is the key to success in a kitchen.	5.2.2 Operate cleaning equipment and tools. 5.2.3 Manage use of supplies. 5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces. 5.2.5 Perform facilities maintenance based on established standards and procedures.	Explain the steps involved in cleaning and sanitizing. Demonstrate proper cleaning and sanitization.	Performance as measured by teacher designed rubric.	Language Arts NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Mathematics MG.3 Apply geometric methods to solve design problems Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Social Studies 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. Technology 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.

		2.1.12.B.1 Determine the	
		relationship of nutrition and	
		physical activity to weight loss,	
		weight gain, and weight	
		maintenance.	
		2.1.12.B.2 Compare and contrast	
		the dietary trends and eating	
1		habits of adolescents and young	
1		adults in the United States and	
		other countries.	

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