

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.

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Essential Questions	Enduring 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						
<p>How can work in the kitchen be safe and efficient?</p> <p>What procedures should be followed to prevent injury and illness?</p> <p>What are the risks of serving “bad” food to customers?</p>	<p>It is the personal responsibility of each worker to practice safety at all times.</p> <p>Bacteria can grow rapidly in the right setting.</p> <p>There are systems designed to protect food.</p> <p>There are consequences for serving improperly prepared or stored food to others.</p>	<p>8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.2 Employ food service management safety/sanitation program procedures.</p> <p>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.</p> <p>8.2.5 Practice standard personal hygiene and wellness procedures.</p> <p>8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross</p>	<p>Review:</p> <ul style="list-style-type: none"> 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. <p>Discuss all lab expectations and procedures.</p> <p>Demonstrate appropriate grooming for the workplace.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p> <p>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/reflection.</p> <p>End of unit quizzes and tests.</p>	<p>Language Arts</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Mathematics</p> <p>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.</p> <p>Science</p>	<p>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.</p> <p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate</p>

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<p>serving “bad” food to customers?</p>	<p>There are consequences for serving improperly prepared or stored food to others.</p>	<p>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 contamination from potentially hazardous foods and food groups. 8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods. 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. 8.6.1 Apply principles of purchasing, receiving, and storing in food service operations. 8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.</p>	<p>physical hazards.</p> <p>Discuss all lab expectations and procedures.</p> <p>Demonstrate appropriate grooming for the workplace.</p> <p>Explain when and how gloves are used in the kitchen.</p> <p>Explain the purpose of the HACCP system.</p> <p>Identify critical control points and how contamination can be controlled at each point.</p> <p>Explain why it is important to inspect all food products for damage and spoilage when they are received.</p> <p>Identify safety measures to take when holding and serving food.</p> <p>Explain the meaning and purpose of FIFO.</p>	<p>3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflect on.</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment: Cook a variety of foods and identify the possible food safety pitfalls for each recipe.</p>	<p><u>Mathematics</u> 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.</p> <p><u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u> 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.</p> <p><u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p><u>Health and Phys. Ed</u> 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</p>	<p>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.</p>
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					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?	<p>A chef needs to practice knife skills to get consistent cuts.</p> <p>Knife skills and organization are ways to increase efficiency in the kitchen.</p> <p>Organization in the kitchen is critical to success.</p>	<p>8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.</p> <p>8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</p> <p>8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.</p> <p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>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</p>	<p>Explain the role of mise en place in a kitchen.</p> <p>Demonstrate proper mise en place in the production of a recipe.</p> <p>Explain how the layout of a kitchen affects workflow.</p> <p>Identify parts of a knife.</p> <p>Select appropriate knives for specific tasks.</p> <p>Perform basic cutting techniques with speed and accuracy.</p> <p>List important knife safety and sanitation guidelines.</p> <p>Explain proper knife storage guidelines.</p> <p>Demonstrate the proper way to grip a knife.</p> <p>Select hand tools for specific tasks.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p> <p>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.</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment:</p>	<p><u>Language Arts</u> 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</p> <p><u>Mathematics</u> 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.</p> <p><u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u> 6.2.12.B.6.a Determine the global impact of increased</p>	<p>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 restaurant and</p>

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

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	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/reflect 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. <u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Social Studies</u> 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. <u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <u>Health and Phys. Ed</u> 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	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 Dining Experience Pacing – 7 Days						
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)	<u>Language Arts</u> 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

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How do the roles of “front of the house” and “back of the house” differ and how do they work together?	<p>The type of dining establishment and its meal service strongly influence a customer’s experience.</p> <p>Front of the house staff are customer facing and back of the house staff prepare food.</p>	<p>broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.</p> <p>8.7.1 Analyze the role of quality service as a strategic component of exceptional performance.</p> <p>8.7.3 Analyze the relationship between employee attitude and skills and customer satisfaction.</p>	<p>Describe the five different types of dining environments.</p> <p>Explain the characteristics of the various types of meal service.</p> <p>Demonstrate different styles of meal service.</p> <p>Restock side station items.</p> <p>Set glassware, tableware, and flatware appropriately.</p> <p>Fold napkins into various decorative shapes.</p> <p>Use appropriate table settings.</p>	<p>Group/class discussions.</p> <p>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/reflection.</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p style="text-align: center;"><u>Mathematics</u></p> <p>MG.1 Use geometric shapes, their measures, and their properties to describe objects</p> <p>MG.3 Apply geometric methods to solve design problems</p> <p style="text-align: center;"><u>Science</u></p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p style="text-align: center;"><u>Social Studies</u></p> <p>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.</p> <p style="text-align: center;"><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p style="text-align: center;"><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and</p>	<p>beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					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 5 – Pasta & Grains Pacing – 9 Days						
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 professional preparation techniques.	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 measured by	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 refine a solution for reducing 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

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		8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.		teacher designed rubric. Authentic Assessment: Assemble and cook a filled pasta.	impacts of human activities on the environment and biodiversity. <u>Social Studies</u> 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. 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. <u>Health and Phys. Ed</u> 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.	and qualifications in the restaurant and foodservice industry.
Unit 6 - Stocks & Sauces Pacing - 9 Days						

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How are stocks the foundation of sauce production? What are “Mother Sauces”?	Stocks are the basis of classic cuisine. A chef needs to identify and prepare the five mother sauces. All other sauces are variations of the mother sauces.	<p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>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.</p> <p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.</p> <p>8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Describe the characteristics of the basic types of stocks.</p> <p>Explain how to prepare stock.</p> <p>Prepare a vegetable, chicken, or beef stock.</p> <p>Describe the types of sauces.</p> <p>Explain the uses of sauces.</p> <p>Use thickening agents properly.</p> <p>Make a variety of sauces.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p> <p>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.</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment: Using one of the mother sauces as a base make a new sauce.</p>	<p><u>Language Arts</u> 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.</p> <p><u>Mathematics</u> 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.</p> <p><u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u> 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. 6.2.12.B.6.a Determine the global impact of increased</p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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Unit 7 - Garde Manger Pacing - 5 Days						
<p>How does the role of the Garde Manger differ from the other roles in the back of the house?</p> <p>How do the principles of food safety apply to the Garde Manger position?</p>	<p>Catered food requires extra focus on presentation.</p> <p>The Garde Manger is the chef in charge or serving salads, cold soups, meats and cheeses.</p>	<p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>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.</p>	<p>List the items a garde manger needs to consider in preparing food.</p> <p>Identify the types of food prepared in the garde-manger work station.</p> <p>Describe the tools and techniques used by a garde manger.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p> <p>Regular implementation of formative assessment strategies including but not limited to</p>	<p><u>Language Arts</u></p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and</p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and</p>

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	<p>The Garde Manger chef should be an expert in cold storage as well as knife skills.</p>	<p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.</p> <p>8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.9 Prepare sandwiches, canapes, and appetizers using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Prepare decorative garnishes.</p> <p>Prepare salads made from a variety of greens.</p> <p>List the main types of salads served during a meal.</p> <p>Identify the four main parts of a salad.</p> <p>Prepare salad dressings.</p> <p>Describe the five main types of cheese.</p> <p>Identify cheeses from each of the five main types.</p> <p>Explain how to store cheese so it is sanitary and well preserved.</p> <p>Describe a relish tray and the kinds of dips that accompany it.</p>	<p>exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflect on.</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p>	<p>collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics</p> <p>MG.1 Use geometric shapes, their measures, and their properties to describe objects</p> <p>MG.3 Apply geometric methods to solve design problems</p> <p>Science</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>Social Studies</p> <p>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.</p> <p>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.</p> <p>Technology</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					<p style="text-align: center;"><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>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.</p>	
Unit 8 - Poultry & Meat Pacing – 7 Days						
<p>How are cuts of meat and poultry chosen for a recipe?</p> <p>How are cooking techniques chosen for meats and poultry products?</p> <p>How do the principles of food safety apply to the use of meats and poultry?</p>	<p>Cuts of meat from different parts of the animal require different methods of cooking.</p> <p>The amount of exercise a muscle gets determines the best cooking method to use when cooking.</p> <p>Meats and poultry must be stored and cooked properly to be safely consumed.</p>	<p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>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.</p> <p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.</p> <p>8.5.5 Prepare various meats, seafood, and poultry using safe</p>	<p>Identify different kinds, classes, and market forms of poultry.</p> <p>Explain how poultry is inspected and graded.</p> <p>Handle, store, and prepare poultry for cooking.</p> <p>Prepare poultry using various dry and moist cooking techniques.</p> <p>Present a properly cooked and plated poultry product.</p> <p>Demonstrate how to carve roasted or baked poultry.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p> <p>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.</p> <p>End of unit quizzes and tests.</p>	<p style="text-align: center;"><u>Language Arts</u></p> <p>NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p style="text-align: center;"><u>Mathematics</u></p> <p>MG.1 Use geometric shapes, their measures, and their properties to describe objects</p> <p>MG.3 Apply geometric methods to solve design problems</p> <p style="text-align: center;"><u>Science</u></p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p>

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		<p>handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Describe the nutritional composition of meat.</p> <p>Describe the internal structure of meat.</p> <p>Describe the quality grades of meat.</p> <p>Describe the process of aging meat.</p> <p>Identify primal and fabricated cuts of pork, lamb, veal, and beef.</p> <p>Identify the quality characteristics of pork, lamb, veal, and beef.</p> <p>Describe the techniques used to process meat.</p> <p>Demonstrate appropriate storage procedures for pork, lamb, veal, and beef.</p> <p>Explain how cooking affects pork, veal, lamb, and beef.</p> <p>Determine the doneness of meat.</p> <p>Demonstrate different cooking methods used for meats.</p>	<p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment: Cook chicken in a variety of ways.</p>	<p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u></p> <p>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.</p> <p>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.</p> <p><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>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.</p>	<p>9.3.HT-RFB.9</p> <p>Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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Unit 9 - Fish & Shellfish Pacing - 7 Days						
How are fish and shellfish chosen?	There are specific things to look for in fresh fish and shellfish.	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. 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.	Describe the composition and structure of fish. Identify several varieties of saltwater and freshwater fish. Identify common market forms of fish. Describe how to purchase and store fish. Explain how fish and shellfish are inspected and graded. Describe the structure and composition of shellfish. Identify market forms of shellfish. Describe proper handling procedures for shellfish. Explain how cooking affects fish and shellfish. Cook fish and shellfish.	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.	<u>Language Arts</u> 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 <u>Mathematics</u> MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems <u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Social Studies</u> 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	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.

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			Demonstrate ways to garnish fish and shellfish.		<p>and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>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.</p> <p style="text-align: center;"><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p style="text-align: center;"><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>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.</p>	
Unit 10 - Menu Planning Pacing – 5 Days						
<p>What type of menu is best for my restaurant?</p> <p>How can a restaurant</p>	Different restaurant types have different requirements for their menus.	<p>8.4.1 Use computer based menu systems to develop and modify menus.</p> <p>8.4.2 Apply menu-planning principles to develop and modify menus.</p>	<p>Explain the role of the menu.</p> <p>Summarize the factors that influence a menu.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p>	<p style="text-align: center;"><u>Language Arts</u></p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>9.3.HT-RFB.2</p> <p>Demonstrate safety and sanitation procedures in food and beverage</p>

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manager know what to put on a menu?	<p>Restaurants have to offer truth in their advertising.</p> <p>Menu items should be chosen by to meet customer preferences.</p>	<p>8.4.3 Analyze food, equipment and supplies needed for menu production.</p> <p>8.4.4 Develop a variety of menu layouts, themes, and design styles.</p> <p>8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.</p> <p>8.4.6 Record performance of menu items to analyze sales and determine menu revisions.</p> <p>8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.</p>	<p>Describe the types of menus used by various foodservice establishments.</p> <p>List basic menu planning principles.</p> <p>Plan interesting menus that offer good nutrition and variety.</p> <p>Use truth-in-menu guidelines to write a menu description.</p> <p>Identify the elements that influence menu style and design.</p> <p>Contrast basic menu formats.</p> <p>Describe the basic menu categories and how they are organized.</p> <p>Identify the influences that impact menu prices.</p> <p>Use the factor method and markup-on-cost method of pricing correctly.</p>	<p>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/reflection.</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment: Plan a menu for a restaurant.</p>	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>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.</p> <p>Mathematics</p> <p>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.</p> <p>Science</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>Social Studies</p> <p>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.</p> <p>Technology</p> <p>8.1.12.D.1 Demonstrate appropriate application of</p>	<p>service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					copyright, fair use and/or Creative Commons to an original work. <u>Health and Phys. Ed</u> 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 - International Cooking Pacing – 15 Days						
How is a cuisine created? What are examples of classic international recipes?	A country's climate, people and culture combine to make a cuisine. Classic recipes differ by region and culture.	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	Describe the factors that influence the culinary traditions of different parts of the world. Identify classic recipes from a selection of Asian, African, European, South American, and Mediterranean countries. Prepare a variety of foods from Asian countries. Prepare a variety of foods from European countries.	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	<u>Language Arts</u> 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 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	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

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		cooling, and reheating, and holding of a variety of foods. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.	Prepare a variety of foods from Mediterranean countries. Prepare a variety of foods from South American countries. Prepare a variety of foods from African countries.	assessment/reflecti on. End of unit quizzes and tests. Performance as measured by teacher designed rubric.	diverse media and formats, including visually, quantitatively, and orally. <u>Mathematics</u> 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. <u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Social Studies</u> 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. <u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <u>Health and Phys. Ed</u> 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss,	related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foo service industry.
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					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 12- Kitchen Maintenance Pacing – 5 Days						
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.	<u>Language Arts</u> 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. <u>Mathematics</u> MG.3 Apply geometric methods to solve design problems <u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Social Studies</u> 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	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.

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					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.	
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