# HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP HIGH SCHOOL INTRO TO CULINARY ARTS & BAKING

Revised August, 2017

#### Intro to Culinary Arts & Baking

Intro to Culinary Arts is a single semester course that provides instruction in, and practical application of, food production for students considering a career in the foodservice industry or are interested in expanding their knowledge of cooking at home. The Intro to Culinary Arts course is designed to prepare students for further study and foundational knowledge of the foodservice industry as well as for at home cooking opportunities.

In this course students will learn why safety and sanitation must be controlled at all times and how to use the equipment in a kitchen environment safely. Knife skills will be introduced and students will begin to improve their accuracy and speed in producing knife cuts. A variety of cooking techniques and ingredients will be explored and used for preparation of fruits and vegetables, baked goods, protein foods, and kitchen maintenance.

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- 5 Days						
How can knowing the basics of food safety, sanitation, and preparation apply into our daily lives?  What do you perceive to be proper food handling practices that prevent foodborne illness?  How do you prevent common kitchen accidents?	Handling and working with food has a direct effect on the consumers well being.  Proper work habits are essential to health, safety and sanitation.  Kitchen accidents can be prevented.  Improper personal and kitchen sanitation can lead to illness.  Proper food handling techniques are necessary to	8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.5 Practice standard personal hygiene and wellness procedures. 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups. 8.2.8 Analyze current types of cleaning and sanitizing materials for proper use.	Define, discuss, and demonstrate various types of kitchen safety techniques including proper knife usage, kitchen accident prevention, and sanitation procedures.  Demonstrate appropriate lab expectations and procedures.  Apply skills in the use of lab equipment and kitchen tools.  Discuss terms to describe kitchen rules, lab procedures, instructions, and recipes.	Unit quizzes, tests and projects  Open response questions  Presentations  Classroom and small group discussions  Food labs and Rubrics  Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1  Countdown,	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  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.	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 leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.

Understanding the importance of using a work plan in the successful completion of a lab experience. Cooperation, following directions, accountability, and time management are necessary skills for group tasks.    Most   Most					<u> </u>	
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physical activity to weight loss,						
					physical activity to weight loss,	

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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.  2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	
Unit 2 - Basic S	kills					
Pacing – 10 Day						
What role does	Accurate	8.3.5 Demonstrate	Define, discuss, and	Unit quizzes,	Language Arts	9.3.HT.5 Identify
precise	measurements	procedures for safe and	demonstrate various	tests and	NJSLSA.SL1. Prepare for and	potential, real and
measurement	and measuring	secure storage of equipment	types of kitchen	projects	participate effectively in a range of	perceived hazards and
play in a	techniques are	and tools.	equivalents and math		conversations and collaborations	emergency situations
successful end	fundamental to	8.3.6 Identify a variety of	equations.	Open response	with diverse partners, building on	and determine the
product?		types of equipment for food		questions	others' ideas and expressing their	appropriate safety and
	the success of	processing, cooking,	Discuss skills in the		own clearly and persuasively.	security measures in
What are	any recipe.	holding, storing, and	use of measuring with	Presentations	NJSLSA.L1. Demonstrate	the hospitality and
proper knife		serving.	small kitchen		command of the conventions of	tourism workplace.
skills when	Knife handling	8.5.1 Demonstrate	equipment.	Classroom and	standard English grammar and	9.3.HT-RFB.2
used in food	procedures are	professional skills in safe		small group	usage when writing	Demonstrate safety
preparation?	vital to ensure	handling of knives, tools,	Discuss the "Big G"	discussions	or speaking.	and sanitation
	safety in the	and equipment.	method for learning		NJSLSA.L2. Demonstrate	procedures in food
Why is it	kitchen	8.5.3 Demonstrate	measuring equivalents.	Food labs and	command of the conventions of	and beverage service
important to	environment.	knowledge of portion		Rubrics	standard English capitalization,	facilities.
understand the	On an onnione.	control and proper scaling	Practice and apply	D 1	punctuation, and	9.3.HT-RFB.4
uses of small	Having on	and measurement	basic knife handling	Regular	spelling when writing	Demonstrate
kitchen	Having an	techniques.	techniques.	implementation of formative	Mathematics MG.1 Use geometric shapes, their	leadership qualities and collaboration
equipment and utensils?	understanding of				measures, and their properties to	with others.
utensiis?	small kitchen			assessment strategies	describe objects	9.3.HT-RFB.8
	equipment and			including but	describe objects	Implement standard
	1			I meruanig out		Implement standard

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utensils provides	not limited to	MG.3 Apply geometric methods to	operating procedures
a framework	exit tickets,	solve design problems	related to food and
when working in	think-pair-share,	A-CED.1 Create equations and	beverage production
the kitchen.	3-2-1	inequalities in one variable and use	and guest service.
	Countdown,	them to solve problems. Include	
Understanding	graphic	equations arising from linear and	
food preparation	organizers,	quadratic functions, and simple	
terms aids in	gallery, and self	rational and exponential functions.	
successful	assessment/refle	<u>Science</u>	
preparation of	ction	HS-LS2-7. Design, evaluate, and	
the recipe.		refine a solution for reducing the	
,		impacts of human activities on the	
Accurate		environment and biodiversity.	
measurements		World Languages	
are necessary for		7.1.IL.A.3 Compare and contrast	
successfully		the use of verbal and non-verbal	
preparing recipe.		etiquette (i.e., the use of gestures,	
Understanding		intonation, and cultural practices)	
the parts of the		in the target culture(s) and in one's	
recipe aids in the		own culture.	
successful		Health and Phys. Ed	
preparation of		2.2.12.A.1 Employ skills for	
the recipe.		communicating with family, peers,	
		and people from other backgrounds	
		and cultures that may impact the	
		health of oneself and others.	
		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.	
	1	Countries	

				2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	
Unit 3 - Fruits & Vegetables					
Pacing – 7 Days					
How do fruits and vegetables change during different cooking and baking applications?  Vegetables care be categorized based on the p of a plant they grow from (leaves, stem, roots, flowers, seeds, tubers) and based on subgroups (da green vegetables, starchy vegetables, beans/peas an other vegetables).  Fruits can be classified into different categories bas upon their physical	vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.  art  rk les,	Define, discuss, and demonstrate techniques and vocabulary used when preparing fruits and vegetable for a recipe.	Unit quizzes, tests and projects  Open response questions  Classroom and small group discussions  Food labs and Rubrics  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/refle ction	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.  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  Mathematics  MG.1 Use geometric shapes, their measures, and their properties to describe objects  MG.3 Apply geometric methods to solve design problems  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-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 foodservice industry.

appearances;	HS-LS2-7. Design, evaluate, and
drupes, pomes,	refine a solution for reducing the
citrus, melons,	impacts of human activities on the
tropical fruits,	environment and biodiversity.
berries	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.
	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.
	World Languages
	7.1.IL.A.3 Compare and contrast
	the use of verbal and non-verbal
	etiquette (i.e., the use of gestures,
	intonation, and cultural practices)
	in the target culture(s) and in one's
	own culture.
	Health and Phys. Ed
	2.2.12.A.1 Employ skills for
	communicating with family, peers,
	and people from other backgrounds
	and cultures that may impact the
	health of oneself and others.
	2.1.12.B.1 Determine the
	relationship of nutrition and
	physical activity to weight loss,
	weight gain, and weight
	maintenance.

				<ul> <li>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.</li> <li>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</li> </ul>	
Unit 4 - Dairy, Eggs, & Breakfa Pacing – 10 Days	ist				
What is the role of temperature in preparing dairy products?  Why is it important to understand the functions of eggs as ingredients in recipes?  Eggs perform different functions wher applied in various recipes economical, and versatile food that can be eater alone and used many recipes.  Eggs and dairy products proviet the body with vital nutrients.	vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.  8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.	Define, discuss, and demonstrate techniques and vocabulary used when preparing dairy, eggs, and breakfast foods.	Unit quizzes, tests and projects  Open response questions  Presentations  Classroom and small group discussions  Food labs and Rubrics Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown,	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.  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  Mathematics  MG.3 Apply geometric methods to solve design problems  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.	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 foodservice industry.

graphic <u>Science</u>
organizers, HS-LS2-7. Design, evaluate, and
gallery, and self refine a solution for reducing the
assessment/refle impacts of human activities on the
ction environment and biodiversity.
Social Studies
6.1.12.B.16.a Explain why natural
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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.
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		***************************************	o Cumary Arts & Da		, , , , , , , , , , , , , , , , , , ,	
					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.  2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	
Unit 5 -Potatoe	es, Grains, &					
Pasta						
Pacing – 10 Da	ys					
How do preparation processes differ among grains, potatoes, and pasta products?	Whole and refined grains contain different nutrients and will produce different quality products.  Grains are most abundant food in the world.  Grains are versatile, nutritious, and flavorful addition to meals and an economical way to stretch a food budget.  Potatoes can be used in various	8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	Define, discuss, and demonstrate techniques and vocabulary used when preparing potatoes, grains, and pasta recipes.	Unit quizzes, tests and projects  Open response questions  Classroom and small group discussions  Food labs and Rubrics  Regular implementation of formative assessment strategies including but not limited to exit tickets,	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  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  Mathematics  MG.1 Use geometric shapes, their measures, and their properties to describe objects  MG.3 Apply geometric methods 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 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
	recipe applications.			think-pair-share, 3-2-1 Countdown,	solve design problems  A-CED.1 Create equations and inequalities in one variable and use	foodservice industry.

The base		graphic	them to solve problems. Include	
ingredients		organizers,	equations arising from linear and	
needed to create		gallery, and self	quadratic functions, and simple	
a standard pasta		assessment/refle	rational and exponential functions.	
include flour,		ction	<u>Science</u>	
salt, and egg.			HS-LS2-7. Design, evaluate, and	
			refine a solution for reducing the	-
			impacts of human activities on the	
		Ì	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	1
			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.	
			World Languages	
			7.1.IL.A.3 Compare and contrast	
			the use of verbal and non-verbal	
			etiquette (i.e., the use of gestures,	
			intonation, and cultural practices)	
			in the target culture(s) and in one's	
	İ		own culture.	
			Health and Phys. Ed	
			2.2.12.A.1 Employ skills for	İ
			communicating with family, peers,	
			and people from other backgrounds	
			and cultures that may impact the	
			health of oneself and others.	

					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. 2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	
Unit 6 - Protein				ELECTRONIC STREET	effectiveness.	
Pacing - 5 Days						
Why is it important to know the characteristics of different kinds of poultry, meat, and seafood?  How does one avoid food illness when preparing poultry, meat, and seafood?	Preparation procedures are different when handling and preparing poultry, meats, and seafood.  Meat, poultry, and seafood must be cooked to specific temperatures in order to be safe for human consumption.  When handling raw meats, poultry, or seafood it is	8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.	Define, discuss, and demonstrate techniques and vocabulary used when preparing various meats, seafood, and poultry recipes.	Unit quizzes, tests and projects  Open response questions  Classroom and small group discussions  Food labs and Rubrics  Regular implementation of formative assessment strategies including but not limited to	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.  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization,	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

imperative to		exit tickets,	punctuation, and	restaurant and
practice proper		think-pair-share,	spelling when writing	foodservice industry.
sanitation		3-2-1	Mathematics	
techniques.		Countdown,	MG.3 Apply geometric methods to	
		graphic	solve design problems	
		organizers,	A-CED.1 Create equations and	
		gallery, and self	inequalities in one variable and use	
		assessment/refle	them to solve problems. Include	
		ction	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.	
			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.	
			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.	
			World Languages	
			7.1.IL.A.3 Compare and contrast	
			the use of verbal and non-verbal	
			etiquette (i.e., the use of gestures,	
			intonation, and cultural practices)	
			in the target culture(s) and in one's	
	5		own culture.	
 	<u></u>			

					Health and Phys. Ed  2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.  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.  2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	
Unit 7 - Breads Pacing - 10 Day  Why is it imperative to understand the functions of the basic ingredients in baking?  Why is it important to understand characteristics of quick	Bread is a staple food prepared by creating dough of flour & water with the addition of other ingredients.  The art of bread making has been around for centuries.	8.5.10 Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.	Define, discuss, and demonstrate techniques and vocabulary used when making quick breads and yeast breads.	Unit quizzes, tests and projects  Open response questions  Classroom and small group discussions  Food labs and Rubrics	Language Arts NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Mathematics	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

1 1 1	Tri Tri		 		
breads and	There are two		Regular	MG.1 Use geometric shapes, their	related to food and
yeast breads?	major types of		implementation	measures, and their properties to	beverage production
****	bread		of formative	describe objects	and guest service.
Why is it	classifications		assessment	MG.3 Apply geometric methods to	9.3.HT-RFB.9
important to	which are		strategies	solve design problems	Describe career
understand	prepared using		including but	A-CED.1 Create equations and	opportunities and
characteristics	different		not limited to	inequalities in one variable and use	qualifications in the
of batters and	methods.		exit tickets,	them to solve problems. Include	restaurant and
dough?			think-pair-share,	equations arising from linear and	foodservice industry.
	Chemical		3-2-1	quadratic functions, and simple	
	interactions of		Countdown,	rational and exponential functions.	
	food are		graphic	<u>Science</u>	
	dependent on		organizers,	HS-LS2-7. Design, evaluate, and	
	scientific		gallery, and self	refine a solution for reducing the	'
	principles.		assessment/refle	impacts of human activities on the	
			ction	environment and biodiversity.	
	The uses of			Social Studies	
	leavening agents,			<b>6.1.12.B.16.a</b> Explain why natural	
	and which ones			resources (i.e., fossil fuels, food,	
	are considered			and water) continue to be a source	
	"quick".			of conflict, and analyze how the	
				United States and other nations	
	Each ingredient			have addressed issues concerning	
	in a yeast bread			the distribution and sustainability	
	product has a			of natural resources.	
	specific purpose.			6.2.12.B.6.a Determine the global	
				impact of increased population	
	Specific			growth, migration, and changes in	
	conditions and			urban-rural populations on natural	
	techniques are			resources and land use.	
	necessary for	· · · · · ·		World Languages	
	fermentation and			7.1.IL.A.3 Compare and contrast	
	development of	·		the use of verbal and non-verbal	
	gluten to occur.			etiquette (i.e., the use of gestures,	
				intonation, and cultural practices)	
				in the target culture(s) and in one's	
				own culture.	
L			 	own culture.	

					Health and Phys. Ed	
					2.2.12.A.1 Employ skills for	
					communicating with family, peers,	
					and people from other backgrounds	
					and cultures that may impact the	
					health of oneself and others.	
					<b>2.1.12.B.1</b> 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.	
					2.5.12.B.3 Analyze factors that	
					influence intrinsic and extrinsic	
					motivation and employ techniques to enhance individual and team	
					effectiveness.	
Unit 8 - Pies					CATOON CATOON	
Pacing - 7 Days	3					
Why is it	Pastry can refer	8.5.10 Prepare breads,	Define, discuss, and	Unit quizzes,	Language Arts.	9.3.HT-RFB.2
imperative to	to a variety of	baked goods, and desserts	demonstrate	tests and	NJSLSA.SL1. Prepare for and	Demonstrate safety
understand the	doughs. Many	using safe handling and	techniques and	projects	participate effectively in a range of	and sanitation
functions of	products are	professional preparation	vocabulary used when	projects	conversations and collaborations	procedures in food
the basic	made from this	techniques.	preparing pies.	Open response	with diverse partners, building on	and beverage service
ingredients in	dough.	teeninques.	preparing pies.	questions	others' ideas and expressing their	facilities.
baking?	dougii.			questions	own clearly and persuasively.	9.3.HT-RFB.4
Daking:	Standard			Classroom and	NJSLSA.SL2. Integrate and	Demonstrate
Why is it	ingredients used			small group	evaluate information presented in	leadership qualities
important to	to create pastry			discussions	diverse media and formats,	and collaboration
understand the	dough include			413043310113	including visually, quantitatively,	with others.
characteristics	flour, water, and			Food labs and	and orally.	9.3.HT-RFB.8
	1		1			
of pies?	salt.			Rubrics	NJSLSA.L1. Demonstrate	Implement standard

	The uses of		Regular	standard English grammar and	related to food and
	liquid and solid		implementation	usage when writing	beverage production
	fats have		of formative	or speaking.	and guest service.
	different effects		assessment	NJSLSA.L2. Demonstrate	9.3.HT-RFB.9
	within a baked		strategies	command of the conventions of	Describe career
	product.		including but	standard English capitalization,	opportunities and
			not limited to	punctuation, and	qualifications in the
		8	exit tickets,	spelling when writing	restaurant and
			think-pair-share,	<b>Mathematics</b>	foodservice industry.
			3-2-1	MG.1 Use geometric shapes, their	
			Countdown,	measures, and their properties to	
			graphic	describe objects	
			organizers,	MG.3 Apply geometric methods to	
			gallery, and self	solve design problems	
			assessment/refle	A-CED.1 Create equations and	
			ction	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	
				World Languages	
				7.1.IL.A.3 Compare and contrast	
				the use of verbal and non-verbal	
				etiquette (i.e., the use of gestures,	
				intonation, and cultural practices)	
				in the target culture(s) and in one's	
				own culture.	
				Health and Phys. Ed	
				2.2.12.A.1 Employ skills for	
				communicating with family, peers,	
				and people from other backgrounds	

Unit 9 - Cakes Pacing – 5 Days					and cultures that may impact the health of oneself and others.  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.  2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	
Why is it imperative to understand the functions of the basic ingredients in baking?  Why is it important to understand characteristics of cakes?	The uses of liquid and solid fats have different effects within a baked product.  Icing cakes is an art and it takes a lot of practice to achieve desired results.	8.5.10 Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.	Define, discuss, and demonstrate techniques and vocabulary used when preparing cake and frosting recipes.	Unit quizzes, tests and projects  Open response questions  Classroom and small group discussions  Food labs and Rubrics  Regular implementation of formative assessment	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  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  Mathematics	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.

strategies	MG.1 Use geometric shapes, their	9.3.HT-RFB.9
including but	measures, and their properties to	Describe career
not limited to	describe objects	opportunities and
exit tickets.	MG.3 Apply geometric methods to	qualifications in the
think-pair-share,	solve design problems	restaurant and
3-2-1	A-CED.1 Create equations and	foodservice industry.
Countdown,	inequalities in one variable and use	100dborvioo maabiry.
graphic	them to solve problems. Include	
organizers,	equations arising from linear and	
gallery, and self	quadratic functions, and simple	
assessment/refle	rational and exponential functions.	
ction	Science	
	HS-LS2-7. Design, evaluate, and	ĺ
	refine a solution for reducing the	
	impacts of human activities on the	
	environment and biodiversity.	
	World Languages	
	7.1.IL.A.3 Compare and contrast	
	the use of verbal and non-verbal	
	etiquette (i.e., the use of gestures,	
	intonation, and cultural practices)	
	in the target culture(s) and in one's	
	own culture.	
	Health and Phys. Ed	
	2.2.12.A.1 Employ skills for	
	communicating with family, peers,	
	and people from other backgrounds	
	and cultures that may impact the	
	health of oneself and others.	
	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	

Unit 10 - Cookies Pacing – 7 Days				the United States and other countries  2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	
Why is it imperative to understand the functions of the basic ingredients in baking?  Why is it important to understand characteristics of the six different categories of cookies?  The uses of liquid and solid fats have different effects within a baked product.  Cookies are sorted into different classifications based on preparation technique.	8.5.10 Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.	Define, discuss, and demonstrate techniques and vocabulary used when preparing cookie recipes.	Unit quizzes, tests and projects  Open response questions  Classroom and small group discussions  Food labs and Rubrics  Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic	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.  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  Mathematics  MG.3 Apply geometric methods to solve design problems  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.	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 foodservice industry.

	organizers,	<u>Science</u>
	gallery, and self	HS-LS2-7. Design, evaluate, and
	assessment/refle	refine a solution for reducing the
	ction	impacts of human activities on the
		environment and biodiversity.
		World Languages
		7.1.IL.A.3 Compare and contrast
		the use of verbal and non-verbal
		etiquette (i.e., the use of gestures,
		intonation, and cultural practices)
		in the target culture(s) and in one's
		own culture.
		Health and Phys. Ed
		2.2.12.A.1 Employ skills for
		communicating with family, peers,
		and people from other backgrounds
		and cultures that may impact the
		health of oneself and others.
		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.
		2.5.12.B.3 Analyze factors that
		influence intrinsic and extrinsic
		motivation and employ techniques
		to enhance individual and team
		effectiveness.
Unit 11 - Meal Planning		
Pacing – 4 Days		

Why is it	A menu	8.4.1 Use computer based	Define, discuss, and	Unit quizzes,	Language Arts	9.3.HT-RFB.4
important to	determines the	menu systems to develop	demonstrate	tests and	NJSLSA.W4. Produce clear and	Demonstrate
understand	type of customer	and modify menus.	techniques and	projects	coherent writing in which the	leadership qualities
how to pair	the establishment	<b>8.4.2</b> Apply menu-planning	vocabulary used when		development, organization, and	and collaboration
foods when	will attract, sets a	principles to develop and	preparing and	Open response	style are appropriate to task,	with others.
preparing a	theme, and	modify menus.	planning meals and	questions	purpose, and audience.	9.3.HT-RFB.9
meal?	determines the	8.4.3 Analyze food,	menus.		NJSLSA.W6. Use technology,	Describe career
	type of service	equipment, and supplies		Presentations	including the Internet, to produce	opportunities and
	offered in a	needed fro menu			and publish writing and to interact	qualifications in the
	foodservice	production.		Classroom and	and collaborate with others	restaurant and
	establishment.	<b>8.4.4</b> Develop a variety of		small group	NJSLSA.SL1. Prepare for and	foodservice industry.
		menu layouts, themes, and		discussions	participate effectively in a range of	
	There are many	design styles.			conversations and collaborations	
	kinds of menus	_		Food labs and	with diverse partners, building on	
	as there are			Rubrics	others' ideas and expressing their	
	different kinds of				own clearly and persuasively.	
	foodservice			Regular	NJSLSA.SL2. Integrate and	
	operations.			implementation	evaluate information presented in	
				of formative	diverse media and formats,	
				assessment	including visually, quantitatively,	
				strategies	and orally.	
				including but	NJSLSA.L1. Demonstrate	
				not limited to	command of the conventions of	
				exit tickets,	standard English grammar and	
				think-pair-share,	usage when writing	
				3-2-1	or speaking.	
				Countdown,	NJSLSA.L2. Demonstrate	
				graphic	command of the conventions of	
				organizers,	standard English capitalization,	
				gallery, and self	punctuation, and	
				assessment/refle	spelling when writing	
				ction	<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	
					World Languages	

				7.1.IL.A.3 Compare and contrast
				the use of verbal and non-verbal
				etiquette (i.e., the use of gestures,
				intonation, and cultural practices)
				in the target culture(s) and in one's
				own culture.
				Health and Phys. Ed
				2.2.12.A.1 Employ skills for
				communicating with family, peers,
				and people from other backgrounds
				and cultures that may impact the
				health of oneself and others.
				2.1.12.B.1 Determine the
				relationship of nutrition and
				physical activity to weight loss,
				weight gain, and weight
				maintenance.
	lu lu			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.
				2.5.12.B.3 Analyze factors that
				influence intrinsic and extrinsic
				motivation and employ techniques
				to enhance individual and team
				effectiveness.
Unit 12 - Kitche Pacing – 5 Days				
Juding 5 Days				
			and the state of t	

Why is	Effective	5.2.2 Operate cleaning	Apply knowledge of	Open response	Language Arts	9.3.HT-RFB.4
cleanliness	teamwork and	equipment and tools.	kitchen sanitation	questions	NJSLSA.W4. Produce clear and	Demonstrate
important in a	leadership	5.2.3 Manage use of	procedures to maintain		coherent writing in which the	leadership qualities
food lab	depend on	supplies.	cleanliness and safety	Classroom and	development, organization, and	and collaboration
setting?	several key	5.2.4 Maintain building	standards of the foods	small group	style are appropriate to task,	with others.
	components such	interior surfaces, wall	lab classroom.	discussions	purpose, and audience.	
	as: cooperation,	coverings, fabrics,			NJSLSA.SL1. Prepare for and	
	communication,	furnishings, and floor		Rubrics	participate effectively in a range of	
	collaboration and	surfaces.			conversations and collaborations	
	compromise.	<b>5.2.5</b> Perform facilities		Regular	with diverse partners, building on	
		maintenance based on		implementation	others' ideas and expressing their	
	Time	established standards and		of formative	own clearly and persuasively.	
	management	procedures.		assessment	NJSLSA.L1. Demonstrate	
	skills lead to a			strategies	command of the conventions of	
	more effective			including but	standard English grammar and	
	and efficient			not limited to	usage when writing	
	outcome.			exit tickets,	or speaking.	
				think-pair-share,	NJSLSA.L2. Demonstrate	
				3-2-1	command of the conventions of	
				Countdown,	standard English capitalization,	
				graphic	punctuation, and	
				organizers,	spelling when writing	
				gallery, and self	Mathematics	
				assessment/refle	MG.3 Apply geometric methods to	
				ction	solve design problems	
					World Languages	
					7.1.IL.A.3 Compare and contrast	
					the use of verbal and non-verbal	
					etiquette (i.e., the use of gestures,	
					intonation, and cultural practices)	
					in the target culture(s) and in one's	
					own culture.	
					Health and Phys. Ed	
					2.2.12.A.1 Employ skills for	
					communicating with family, peers,	
					and people from other backgrounds	

	and cultures that may impact the
	health of oneself and others
	2.5.12.B.3 Analyze factors that
	influence intrinsic and extrinsic
	motivation and employ techniques
	to enhance individual and team
	effectiveness.

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