



Curriculum

Culinary Arts
February 2014

* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: February 2014

Interim Superintendent

Dr. Walter Quint

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***Greenwich Township Board of Education Representative**

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

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PAULSBORO SCHOOL DISTRICT

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Mission, Vision, Beliefs, and Goals

Mission Statement

The Paulsboro Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Paulsboro Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Beliefs

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

Board of Education Goals

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>
6. National Standards for Family and Consumer Sciences Education <http://nasafacs.org/national-standards-home.html>

Scope and Sequence

Quarter 1		
Unit Topics(s)		
<div>I. The Commercial Kitchen<ul style="list-style-type: none">a. Equipment Identificationb. Brigade Systemc. Kitchen Safetyd. Standardized Recipes</div> <div>II. Sanitation and Food Safety<ul style="list-style-type: none">a. Chemical, Physical, and Biological Hazardsb. The Flow of Foodc. Methods for Keeping Food Safe for Consumers</div> <div>II. Fruits and Vegetables<ul style="list-style-type: none">a. Plate Presentationb. Salads and Salad Dressings</div> <div>III. Sensory Perception<ul style="list-style-type: none">a. Cooking for the five sensesb. Seasonings and flavoringsc. Cooking with Herbs and Spices</div>		

Scope and Sequence

Quarter 2		
Unit Topic(s)		
I. Soups		
A. Classifications of Soups		
B. Preparation of Soups		
C. Presentation and Garnishes		
II. Bakeshop		
A. Scaling Ingredients		
B. Cake Batters		
C. Buttercream and Icings		
III. Cooking Methods		
A. Dry Heat Methods		
B. Moist Heat Methods		
C. Combination Cooking Methods		

Scope and Sequence

Quarter 3		
Unit Topic(s)		
I. Pasta and Grains <ul style="list-style-type: none">a. Grain flavor and texture profilesb. Pasta<ul style="list-style-type: none">i. Cooking Methodsii. Fresh pasta productioniii. Matching pasta with sauce		
II. Breakfast Cookery <ul style="list-style-type: none">a. Cerealsb. Meatsc. Eggsd. Breakfast quick breads		
III. Culinary Nutrition <ul style="list-style-type: none">a. Processed Foodsb. Obesity Epidemicc. Ingredient Substitution		

Quarter 4

Unit Topic(s)

- II. American Cuisine
 - a. Locally sourced ingredients
 - b. Regional flavors and cooking methods
 - c. Classic American menus
 - d. Sandwiches
 - i. Hot sandwiches
 - ii. Cold Sandwiches

The Commercial Kitchen

Quarter 1- Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.Math.Content.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Work in a professional kitchen brigade.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>A commercial kitchen has different equipment than a home kitchen. This equipment must be treated with care to be safe and effective. Kitchens are more organized when everything is done the same way.</p> <p>Organization in the kitchen is critical to creating complex dishes.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What are the different pieces of equipment in a commercial kitchen and how should they be handled?</p> <p>Why is it important for every member of the kitchen staff to know how to safely and effectively use kitchen equipment?</p> <p>Why must every recipe be written the same way?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>The names and functions of the equipment in the culinary kitchen</p> <p>The seven parts of a standardized recipe</p>	<p><i>Students will be skilled at...</i></p> <p>Properly and safely operating large commercial kitchen equipment (stove, oven, convection oven, grill, griddle, wok, salamander)</p> <p>Properly and safely operating small commercial kitchen equipment (blender, mixer, food processor)</p> <p>Safely and effectively using sharp kitchen equipment (knives, mandolin slicer)</p> <p>Following a standardized recipe</p>

<p>NASAFACS</p> <p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p> <p>8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.</p> <p>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.</p> <p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p>		
<p>The Commercial Kitchen Quarter 1- Stage 2 - Evidence</p>		
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	
<p>Suggested Performance Rubric:</p> <p>4- Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the tasks demonstrated application, innovation and higher level thinking.</p> <p>3- Applying: Student worked individually or collaboratively, and showed effort. All steps of the tasks demonstrated student could apply new knowledge.</p> <p>2- Developing: Student worked individually or collaboratively most of the time, and showed some effort. The steps of the tasks demonstrated student could apply some of the new knowledge.</p> <p>1- Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working</p>	<p>PERFORMANCE TASK(S):</p> <p>When you work in a professional kitchen, it is critical that every member of the staff is trained to read recipes, handle equipment, practice personal safety and be able to effectively communicate. You will create a lunch menu for your kitchen group.</p> <p>Please include the following:</p> <ul style="list-style-type: none"> • A sample menu with all of the dishes assigned to the proper member of the brigade • Four items on the menu written out as standardized recipes • A clear organization chart of how everyone in the group will work together to prepare the meal • One portion of your group's meal presented and photographed. 	

<p>individually or collaboratively and did not work to the best of ability.</p> <p>Labs are graded using the Culinary Arts Lab Rubric</p>	
<p>Suggested Monitoring Scale:</p> <p>4- I fully understand my learning and can explain connections. I would be able to explain it to someone else.</p> <p>3- I understand my learning and can make some connections</p> <p>2- I understand parts of my learning and need help making connections</p> <p>1- I do not understand my learning and cannot make connections. Please help.</p>	<p>OTHER EVIDENCE:</p> <p>Read textbook and online selections and answer written and oral questions</p> <p>Knife safety pre- and post-test, self-assessment</p> <p>Demonstration of correct usage of kitchen equipment</p> <p>Plate presentation activity- students locate good and bad examples of presentation and describe the aesthetic</p>

The Commercial Kitchen Quarter 1- Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day One:

Demonstrate the need for organization in the kitchen by asking students to complete complex tasks without being able to communicate with each other. PowerPoint presentation and guided note taking about the brigade system.

YouTube video “Escoffier and the Brigade System” http://www.youtube.com/watch?v=dwTT_NnGzf8

In small groups, students will look at complex menu items and determine which member of the brigade is responsible for each part. They will then create their own menu description and describe how different members of the brigade are responsible for each part.

Day Two:

Students will tour the culinary kitchen. Instructor will demonstrate how to operate large kitchen equipment and review basic kitchen rules. Students will take a knife skills pre-quiz and self assess their skills.

Day Three:

Why use standardized recipes?

Have each group work together to write the recipe for a ham and cheese sandwich. When complete, compare them. Discover that, even though they all make similar sandwiches, they are quite different. What if you went to a restaurant one day and received Group A’s ham and cheese, then came back tomorrow and received Group B’s? What would you think about that restaurant?

PowerPoint presentation on the parts of a recipe and why restaurants need to standardize their production.

Students will write out recipes for their group lunch menu.

Day Four:

Presentation and *Mise en place*

Instructor will demonstrate how a simple dish can look extraordinary with plating techniques. Students will discuss what makes food look good and the importance of careful plate presentation. Students will use their computers to locate images of good and bad examples of plate presentation and describe

why they chose them.

Instructor will refer back to the demonstration and point out that it was fast and easy to do because of *Mise en place*; or proper set up and organization.

Groups will work together to write out the plan of action for their lunch menu.

Days Five and Six: Lunch production

Groups will have one day to plan and prepare and one day to present their meal.

Sanitation and Food Safety Quarter 1 - Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Keep food safe for human consumption</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Bacteria can grow rapidly</p> <p>All members of the kitchen brigade are responsible for keeping food safe</p> <p>There are systems designed to protect food</p>	<p>ESSENTIAL QUESTIONS</p> <p>How does food go bad?</p> <p>How does a chef prevent food from going bad?</p> <p>What are the risks of serving bad food to customers?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>The conditions bacteria needs to grow (Food, acidity, temperature, time, oxygen, moisture)</p> <p>The distinctions between a chemical, physical or biological hazard</p>	<p><i>Students will be skilled at...</i></p> <p>Keeping food safe throughout the flow of food</p> <p>Recognizing potential food safety hazards</p>

<p>well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>NASAFACS 8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.21 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.</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 contamination from potentially hazardous foods,</p>		
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between raw and ready-to-eat foods, and between animal and fish sources and other food products.		
Sanitation and Food Safety Quarter 1 - Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
4: SOP guide completed on the computer using a Pages template A succinct description of the area of the kitchen Two pictures describing your area More than five distinct food safety practices relative to your area 3: SOP guide completed on the computer using a Pages template A succinct description of the area of the kitchen Two pictures describing your area Five distinct food safety practices relative to your area 2: SOP guide completed on the computer using a Pages template A description of the area of the kitchen Two pictures describing your area Five food safety practices relative to your area 1: SOP guide completed on the computer using a Pages template A description of the area of the kitchen Fewer than five food safety practices	PERFORMANCE TASK(S): Your group is responsible for one area of the commercial kitchen (receiving, cold storage, dry storage, cooking, holding, cleaning). How do you keep food safe in your area? You will create a Standard Operating Procedures (SOP) guide for your area, including <ul style="list-style-type: none"> ○ A description of the activities in your area ○ Pictures of your area ○ At least five practices in your area designed to keep food safe 	
Suggested Monitoring Scale: 4- I fully understand my learning and can explain connections. I would be able to explain it to someone else. 3- I understand my learning and can make some connections 2- I understand parts of my learning and need help making connections 1- I do not understand my learning and cannot make connections. Please help.	OTHER EVIDENCE: Pre- and post-test Completed notes and participation in class discussion Safe food practices in the lab kitchen	

Sanitation and Food Safety

Quarter 1 - Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day One

Instructor will read a story about a person getting sick from the food they ate at a restaurant. Class will brainstorm the possible reason for this to have happened.

Students will share stories of times they have seen or eaten contaminated food. These tales will be classified as Chemical, Physical or Biological contamination.

PowerPoint presentation and guided notes on how bacteria grows, including FAT TOM and the Danger Zone.

Day Two

Working in small groups, students will research one workstation in the commercial kitchen. They will create a Standard Operating Procedures guide for the station, including pictures and at least five concrete steps that need to take place for food to stay safe. These guides will be compiled into a booklet for the class.

Fruits and Vegetables

Quarter 1- Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NASAFACS</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Prepare fresh, nutritious, visually striking food.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Customers want their food to be healthy as well as delicious and beautiful</p> <p>Using fresh ingredients is an easy way to provide flavor and color to a dish</p> <p>A chef needs to practice knife skills to get consistent cuts.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why do customers want fresh food?</p> <p>How does a chef make a plate of food look presentable?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>The qualities of visually appealing food</p> <p><i>Height on plate, balance, variety of colors and shapes</i></p>	<p><i>Students will be skilled at...</i></p> <p>Preparing healthy, colorful fruit and vegetable salads</p> <p>Preparing a variety of salad dressings</p>

to produce a variety of food products that meet customer needs.		
8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.		
8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.		
8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.		
Fruits and Vegetables Quarter 1- Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Salad assignment: groups will be given a checklist of the tasks involved. Labs follow Culinary Arts Kitchen Lab Performance Rubric	PERFORMANCE TASK(S): Your group will select a classic salad. You will research its origins and come up with a recipe that captures its essence while fitting in with the style of your restaurant. Labs: Fruit Salad Vinaigrettes Creamy Dressings Classic Salad Interpretation	
eBook graded with a checklist Portfolio graded on professionalism and presentation	OTHER EVIDENCE: Students will complete an eBook about salads and different types of dressings Presentation Portfolio: Students will take pictures throughout the year of plate presentations. For a final assignment they will select four or five of the best presentations they have done and explain why they are visually appealing.	
Fruits and Vegetables Quarter 1- Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
Day One: The instructor will demonstrate the difference between a well-plated dish and a visually unappealing dish.		

The class will brainstorm ways to implement color and variety into the food they make. Instructor will demonstrate the vast array of color and texture found in fresh fruits and vegetables.

Notes on how to properly plate food.

Lab: Fruit Salad

Day Two:

PowerPoint presentation on different types of salads and dressings. Students will be given a template for an eBook that they must complete with recipes and pictures.

Students will work with their kitchen groups to research a classic salad. They will use textbooks and the Internet to describe its origin, its classic recipe and variations.

Day Three:

Instructor will demonstrate how to make a classic vinaigrette.

Lab: Chopped salads with vinaigrette

Day Four:

Lab: Creamy dressings

Days Five and Six:

Students will finish their eBooks and present one portion of their classic salad using appropriate plate presentation techniques.

Sensory Perception

Quarter 1 - Stage 1 Desired Results

<p>ESTABLISHED GOALS CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i> Properly season food.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Good food appeals to all senses	ESSENTIAL QUESTIONS How does a chef make plain food taste unique? How can food taste good without adding so much salt and sugar? What is the difference between seasoning and flavoring?
	Acquisition	
	<i>Students will know...</i> The difference between herbs and spices	<i>Students will be skilled at...</i> Cooking with herbs and spices to get the best flavor

<p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NASAFACS</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p>		
Sensory Perception Quarter 1 - Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>4: Packet includes all criteria and is visually neat and organized. Work is completed on the computer and passed in on time.</p> <p>3: Packet includes all criteria. Work is completed on the computer and passed in on time.</p> <p>2: Packet is missing criteria. Work is completed on the computer and passed in on time.</p> <p>1: Packet is missing criteria. Work is passed in late.</p> <p>Labs follow Culinary Arts Kitchen Lab Performance Rubric</p>	<p>PERFORMANCE TASK(S): You work for a seed company. Design a packet for seeds that will grow into an herb or spice of your choosing. The packet must include the following information: Climate best suited for the plant Storage tips for the herb or spice Flavor profile of the herb or spice Types of cuisine suited for the herb or spice One picture of the plant that grows the herb or spice One picture of the herb or spice in its commercial form</p> <p>Tasting labs: Spice Cookies Herb Sauces Monkey Bread Students will prepare foods using herbs and spices, then taste the products of other groups and evaluate flavor. "Chopped" Lab: Students will prepare a meal around a distinct flavor.</p>	
<p>Suggested Monitoring Scale: 4- I fully understand my learning and can</p>	<p>OTHER EVIDENCE: Read textbook and online selections and answer written and oral questions</p>	

<p>explain connections. I would be able to explain it to someone else.</p> <p>3- I understand my learning and can make some connections</p> <p>2- I understand parts of my learning and need help making connections</p> <p>1- I do not understand my learning and cannot make connections. Please help.</p>	<p>Pre- and post-test</p>
<p>Sensory Perception</p> <p>Quarter 1 - Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Day One: Students watch a video about “Dark Dining,” where customers rely on their senses of taste, smell and touch. Class discussion about how to make food more interesting by enhancing flavors and textures.</p> <p>Guided note taking on how to cook with herbs and spices.</p> <p>Assign seed packet project.</p> <p>Day Two:</p> <p>Work on seed packet project</p> <p>Tasting Lab: Herb Béchamel- each group will make a basic white sauce featuring a different herb. Students will taste all sauces and evaluate.</p> <p>Day Three:</p> <p>Work on seed packet project</p> <p>Tasting Lab: Spice Cookies- each group will make basic sugar cookies featuring a different spice. Students will taste all cookies and evaluate.</p> <p>Day Four:</p> <p>Complete seed packet project, present.</p> <p>Day Five: “Chopped” Lab</p> <p>Groups will be presented with a starch, vegetable and protein and have to select an herb or spice. Groups have one block to make a complete meal the truly features the unique flavor of their seasoning.</p>	

Soups

Quarter 2 - Stage 1 Desired Results

<p>ESTABLISHED GOALS CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>NASAFACS 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> Prepare different types of soups</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Soups are a popular part of most menus Soups are a good way to use up ingredients</p>	<p>ESSENTIAL QUESTIONS Why should a cook know how to make soup? What soups are best for different types of restaurant styles?</p>
	Acquisition	
	<p><i>Students will know...</i> Definitions and examples of clear soups, thick soups and specialty soups</p>	<p><i>Students will be skilled at...</i> Preparing clear, thick and specialty soups</p>

Soups

Quarter 2 - Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Labs follow Culinary Arts Kitchen Lab Performance Rubric</p>	<p>PERFORMANCE TASK(S): Soup is a popular menu item for all types of restaurants. They are usually inexpensive, they can use any ingredients, and they can be served hot or cold. Look at the soup section in a selection of actual menus. Come up with your own definition for the word "soup" and find examples of soup that fit the categories 'clear soup,' 'thick soups' and specialty soups.'</p> <p>Labs: Clear Soups Students will make different clear soups such as Vegetable, Chicken Noodle, and Miso. They will taste and evaluate them on flavor, texture and appearance. Thick Soups Students will make different thick soups such as Split Pea, Cream of Tomato, and Butternut Squash. They will taste and evaluate them on flavor, texture and appearance. Specialty Soups Students will make different specialty soups such as Chowder, Bisque, and Gazpacho. They will taste and evaluate them on flavor, texture and appearance.</p>

<p>Suggested Monitoring Scale:</p> <p>4- I fully understand my learning and can explain connections. I would be able to explain it to someone else.</p> <p>3- I understand my learning and can make some connections</p> <p>2- I understand parts of my learning and need help making connections</p> <p>1- I do not understand my learning and cannot make connections. Please help.</p>	<p>OTHER EVIDENCE:</p> <p>Read textbook and online selections and answer written and oral questions</p> <p>Pre- and post-test</p>
<p style="text-align: center;">Soups Quarter 2 - Stage 3 – Learning Plan</p>	
<p style="text-align: center;"><i>Summary of Key Learning Events and Instruction</i></p> <p>Day One Present the students with various menus. Have them look at the Soup selections and try to determine what exactly is a soup. They will determine that the only thing all soups have in common is that they are liquid food. With this broad definition and vast array of examples, soups should be classified into categories. Have students take notes on clear soups, thick soups and specialty soups.</p> <p>Days Two- Five Labs: Clear Soups Thick Soups Specialty Soups (bisque, cold soups, International soups, etc)</p>	

<p style="text-align: center;">Culinary Bakeshop I- Cakes and Icing Quarter 2 - Stage 1 Desired Results</p>		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p style="text-align: center;"><i>Transfer</i></p>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Bake a variety of cakes and prepare icings and buttercreams</p>	
	<p style="text-align: center;"><i>Meaning</i></p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Cooks need to know how to decorate desserts</p> <p>Standardized bakeshop recipes are called</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why should a cook need to know how to decorate?</p> <p>What is the difference between a cup of flour</p>

<p>CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>NASAFACS</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p><i>formulas</i> and require more precision than other recipes</p>	<p>and an ounce of flour?</p>
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <p>The difference between a recipe and a formula</p>	<p><i>Students will be skilled at...</i></p> <p>Measuring with scales Preparing cakes and desserts Using a piping bag to decorate desserts</p>
<p>Culinary Bakeshop I- Cakes and Icing</p> <p>Quarter 2 - Stage 2 - Evidence</p>		
<p>Evaluative Criteria</p> <p>Labs follow Culinary Arts Kitchen Lab Performance Rubric</p>	<p>Assessment Evidence</p> <p>PERFORMANCE TASK(S):</p> <p>We know that the Executive Chef is responsible for all parts of a kitchen brigade system. This also includes the pastry kitchen. In this area, measuring cups are replaced by scales, and recipes are replaced by formulas.</p> <p>You will follow several formulas to make different types of cakes, including Low Fat Cakes and Shortened Cakes. You will also make cake fillings and buttercreams and decorate one layer cake using at least two decorating tips and three colors.</p> <p>Labs:</p> <p>Low Fat Cake</p> <p>Students will bake and fill a <i>Bouche de Noel</i></p> <p>Shortened Cake (Pound Cake)</p> <p>Students will bake a layer cake using the creaming method.</p> <p>Buttercream</p>	

	Students will make buttercream in at least three colors. They will plan out and decorate the pound cake they baked.
<p>Suggested Monitoring Scale:</p> <p>4- I fully understand my learning and can explain connections. I would be able to explain it to someone else.</p> <p>3- I understand my learning and can make some connections</p> <p>2- I understand parts of my learning and need help making connections</p> <p>1- I do not understand my learning and cannot make connections. Please help.</p>	<p>OTHER EVIDENCE:</p> <p>Read textbook and online selections and answer written and oral questions</p>
<p>Culinary Bakeshop I- Cakes and Icing Quarter 2 - Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Introduction to bakeshop formulas: instructor will demonstrate how to use scales to measure ingredients. Class discussion on the benefits of using this type of measurement. Guided note taking on the different types of cakes and icings.</p> <p>Day Two: Sponge Cake</p> <p>Students will make and fill a jelly roll cake</p> <p>Day Three and Four: Pound Cake</p> <p>Students will prepare classic pound cakes and make a plan on how to decorate them.</p> <p>Day Five: Buttercream</p> <p>Students will make classic buttercream and decorate the base layer of their cake.</p> <p>Day Six: Decorating</p> <p>Students will use colors and different pastry tips to decorate their cake.</p>	

Cooking Methods

Quarter 2 - Stage 1 Desired Results

<p>ESTABLISHED GOALS CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>NASAFACS 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i> Prepare food using dry, moist and combination cooking techniques.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Heat is transferred to food by hot air or hot liquid. The cooking method a chef uses dramatically influences the resulting product.	ESSENTIAL QUESTIONS How does cooking affect food? How can a chef get the best flavor and texture out of different ingredients?
	Acquisition	
	<i>Students will know...</i> The definition of dry, moist and combination cooking	<i>Students will be skilled at...</i> Cooking food using moist heat Cooking food using dry heat Cooking food using a combination of moist and dry heat

frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.		
Cooking Methods Quarter 2 - Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Labs follow Culinary Arts Kitchen Lab Performance Rubric Suggested Grading Rubric for packet 4: Packet includes all criteria and is visually neat and organized. Work is completed on the computer and passed in on time. 3: Packet includes all criteria. Work is completed on the computer and passed in on time. 2: Packet is missing criteria. Work is completed on the computer and passed in on time. 1: Packet is missing criteria. Work is passed in late.	PERFORMANCE TASK(S): A chef can take one type of food and prepare it in many ways. There are three categories of cooking methods: Dry, Moist and Combination. Students will be assigned a packet to complete on their computers. In it are terms to define, recipes to include and pictures and descriptions of the food they make in class. Labs: Dry Heat: Three-step breading method Using the grill, griddle, salamander and wok Moist Heat: Steamed and poached Pasta and sauce Combination Cooking: Risotto and pilaf methods Braising	
Suggested Monitoring Scale: 4- I fully understand my learning and can explain connections. I would be able to explain it to someone else. 3- I understand my learning and can make some connections 2- I understand parts of my learning and need help making connections 1- I do not understand my learning and cannot make connections. Please help.	OTHER EVIDENCE: Read textbook and online selections and answer written and oral questions Pre- and post-test	

Cooking Methods

Quarter 2 - Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-Test

Day One: Have the students brainstorm different ways to cook chicken. Write their answers in three categories that will be revealed as Dry Heat, Moist Heat and Combination cooking. Go over vocabulary for the different ways that cooking affects food.

Days Two - Nine

Cooking Methods Labs

Finish the labs with a “Chopped” style lab in which groups are given a protein, a vegetable and a starch and assigned a cooking method to use.

Post-test

Culinary Nutrition

Quarter 3 - Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>NASAFACS</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor</p> <p>8.7 Demonstrate the concept of internal and external customer service.</p> <p>8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Prepare food for people with different diets based on religion, ethical reasons or health concerns.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Everyone involved in planning, preparing and cooking food should be aware of all the ingredients involved</p> <p>People's health, religious and cultural background determine diet</p> <p>Recipes can be altered to suit different diets</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why is it important to know all of the ingredients in a particular food item?</p> <p>How can restaurant workers participate in the health and well-being of their customers?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>The food restrictions for different medical conditions</p> <p>The food restrictions for different religious and cultural affiliations</p>	<p><i>Students will be skilled at...</i></p> <p>Substituting ingredients</p> <p>Recognizing potentially hazardous ingredients in food</p>

Culinary Nutrition Quarter 3 - Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Processed Food Assignment graded with a checklist</p> <p>Labs follow Culinary Arts Kitchen Lab Performance Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>Processed foods assignment: Research different medical conditions and religious/cultural diet restrictions. Read menus to decide what foods some people can or can't eat.</p> <p>Ingredient Substitution Labs with a written reflection on how the ingredients affect taste, texture and nutrition:</p> <p>All Purpose vs. Whole Wheat Flour</p> <p>Ground Beef vs. Ground Turkey</p> <p>Brownies- low fat, low sugar, low cholesterol</p> <p>Other lab:</p> <p>Hidden Vegetables</p>
<p>Suggested Monitoring Scale:</p> <p>4- I fully understand my learning and can explain connections. I would be able to explain it to someone else.</p> <p>3- I understand my learning and can make some connections</p> <p>2- I understand parts of my learning and need help making connections</p> <p>1- I do not understand my learning and cannot make connections. Please help.</p>	<p>OTHER EVIDENCE:</p> <p>Read textbook and online selections and answer written and oral questions</p>

Culinary Nutrition Quarter 3 - Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day One and Two:

Present the class with a variety of processed food products that all contain corn in some form. Show a clip from "Food Inc." about the amount of corn Americans consume. Ask the students what the risk is of having ingredients that you don't know well (people may have allergies or ethical reasons to not eat certain food). Show the MTV program "True Life: I'm Allergic to Everything!" and brainstorm what they would say to these people if they were guests at their restaurant. Assignment: research the diets of people with health conditions or religious/cultural restrictions. Students will be assigned one of these diets to look into more closely. They will look at several menus to determine five dishes that fit this diet and five that do not and explain.

Day Three:

Processed Foods Lab

Groups will bake a selection of foods that we know best as highly processed snack foods (Pop Tarts, Cheez-Its, Twix, Oreos). They will compare the ingredient lists for the homemade version to the packaged version. Come to the conclusion that it is best when chefs, waitstaff and customers all know

exactly what it is they are eating.

Day Four:

PowerPoint presentation on the obesity epidemic in the US. Watch Chef Jamie Oliver's Ted Talk about how people are less connected to the food they eat and how this may relate to obesity.

Days Five- Nine:

Ingredient Substitution Cooking Labs

Groups will prepare food and substitute ingredients. They will write reflections on how the flavor and texture was affected and research the nutritional difference between ingredients.

Pasta and Grain

Quarter 3 - Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

NASAFACS

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe

Transfer

Students will be able to independently use their learning to...
Prepare and present a variety of pastas and grains

Meaning

UNDERSTANDINGS

Students will understand that...
There are a wide variety of grains
Customers like seeing new products on menus

ESSENTIAL QUESTIONS

How do you get customers interested in new food items?
Why are there so many pasta shapes?

Acquisition

Students will know...
Flavor and texture profiles of different grains
The parts of a pasta machine

Students will be skilled at...
Preparing different grains
Properly preparing and serving dry pasta
Making dough for fresh pasta
Using a pasta rolling machine
Matching pasta with appropriate sauce
Properly plating different types of pasta

<p>handling and professional preparation techniques</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>8.7 Demonstrate the concept of internal and external customer service.</p> <p>8.7.3 Analyze the relationship between employees and customer satisfaction.</p>		
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Pasta and Grain Quarter 3 - Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Labs follow Culinary Arts Kitchen Lab Performance Rubric	<p>PERFORMANCE TASK(S):</p> <p>Tasting lab: Grain recipes</p> <p>Cooking Labs:</p> <p style="padding-left: 40px;">Fresh pasta</p> <p style="padding-left: 40px;">Pasta and Sauce</p>
<p>Grain assignment graded with teacher-created rubric</p> <p>Portfolio graded on professionalism and presentation</p>	<p>OTHER EVIDENCE:</p> <p>New Grain assignment</p> <p>Presentation Portfolio: Students will take pictures throughout the year of plate presentations. For a final assignment they will select four or five of the best presentations they have done and explain why they are visually appealing.</p>

Pasta and Grain Quarter 3 - Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day One:

Discuss starches that typically show up on restaurant menus. Ask students about the benefits of using new ingredients (keeps customers interested, proves that the restaurant is keeping current with trends).

Discuss how every person who works in a restaurant has to be familiar with the food they sell. Show video describing 'staff meals' where chefs have everyone taste the specials so they can explain them to customers. <http://www.youtube.com/watch?v=D4eB0z00I8I>

Assign grain research: Students will look up information on a particular grain- its origin, nutritional profile, and interesting facts. They will write a script that a waiter could use to sell the grain to a customer.

Day Two: Grains tasting lab

Groups will make plain pancakes incorporating grains (amaranth, quinoa, farro, etc). They will taste and evaluate the flavors and textures.

Day Three: Cooking Demo- pasta shapes

Instructor will demonstrate how to prepare and plate different shapes of pasta

Students will make dough for fresh pasta

Day Four: Fresh Pasta Lab

Groups will use the pasta machine to roll out the dough they made in the last class. They will boil the pasta and present one portion.

Days Five and Six: Stuffed Pasta

Groups will use the first day for their *mise en place*. They will prepare the dough and filling and begin to make the sauce. Day two is for rolling out the pasta and making ravioli, tortellini or cannelloni. Groups will present one portion.

Breakfast Cookery

Quarter 3 - Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NASAFACS</p> <p>8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</p> <p>8.4.2 Apply menu-planning principles to develop and modify menus.</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Prepare and present a variety of breakfast foods</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>Cooks need to know how to prepare a wide variety of breakfast foods</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why should cooks know so many ways to prepare eggs?</p> <p>Why should a chef apply medium heat when cooking eggs?</p> <p>Why do people like to go out to breakfast?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>The definition of <i>shirred, poached, scrambled, fried</i> eggs</p>	<p><i>Students will be skilled at...</i></p> <p>Preparing unique recipes for cereals and breakfast sausages</p> <p>Using different cooking methods to create breakfast foods</p> <p>Writing menus for a variety of customers</p>

8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.		
Breakfast Cookery Quarter 3 - Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Breakfast Special project graded with teacher-created rubric Labs follow Culinary Arts Kitchen Lab Performance Rubric	PERFORMANCE TASK(S): Given a particular restaurant style, you will write a breakfast special that contains all parts of the USDA MyPlate criteria for a balanced meal. Cooking Labs: Cereal Breakfast Sandwiches Shirred Eggs Breakfast Special	
Portfolio graded on professionalism and presentation	OTHER EVIDENCE: Presentation Portfolio: Students will take pictures throughout the year of plate presentations. For a final assignment they will select four or five of the best presentations they have done and explain why they are visually appealing.	
Breakfast Cookery Quarter 3 - Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
Day One: “The traditional French chef hat has 100 folds, representing 100 ways to prepare eggs.” Class discussion on reasons why breakfast is such a popular meal. Assign “Breakfast Special” project: Groups will select a restaurant style and write two breakfast specials. These must be nutritionally balanced and suit the style of their restaurant. Day Two: Cereal Lab Groups will use grains, dried fruit and flavorings to create a unique granola recipe. Day Three and Four: Breakfast Sandwiches Groups will use different types of meats and seasonings to make breakfast sausages. Each group will prepare a breakfast quick bread (biscuits, muffins, English muffins, etc). Groups will make eggs in a variety of methods (fried, scrambled, omelet, poached). Days Five and Six: Breakfast Special Groups will take two days to prepare their breakfast special. Final presentation must be properly presented with correct table settings.		

American Cuisine

Quarter 4 - Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Identify and prepare regional American cuisine</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Cuisine is created with local ingredients and the traditions and cultures of people from the area</p> <p>A cook should be able to utilize local ingredients to make food that is fresh and cost effective</p>	<p>ESSENTIAL QUESTIONS</p> <p>How is a cuisine created?</p> <p>Why are there variations of classic recipes?</p> <p>What is a locavore?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>Staple foods from different American regions</p> <p>The parts of a sandwich</p>	<p><i>Students will be skilled at...</i></p> <p>Preparing and presenting foods from parts of the United States of America</p>

of presentations.		
NASAFACS 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.		
American Cuisine Quarter 4 - Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Projects graded with teacher-created rubric Labs follow Culinary Arts Kitchen Lab Performance Rubric	<p>PERFORMANCE TASK(S): “Herbivores eat plants. Carnivores eat meat. Locavores eat local.” Discuss what this statement means. In the United States, local cuisine is a part of our culture. Your group will research one part of the US and define the local ingredients, flavors and cooking techniques that make it distinctive. Each student will now research one restaurant in your region that promotes local cuisine. You will write up a profile of the restaurant. Please include</p> <ul style="list-style-type: none"> • The name of the Executive Chef • The philosophy of the restaurant • Examples of menu items that feature local flavors or ingredients. <p>Now, work with your group to write the recipe for a hot sandwich that features the flavors of your region. You will have two days to prepare and present this dish.</p> <p>Cooking Labs: Classic American Hot Sandwiches Cold Sandwiches Regional Burgers Regional Pizza</p>	
Labs follow Culinary Arts Kitchen Lab Performance Rubric	<p>OTHER EVIDENCE: Tasting Labs: Flavors of New England Flavors of the South Flavors of the Southwest Flavors of Hawaii</p>	

American Cuisine

Quarter 4 - Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day One

Instructor will present a variety of foods to the class. Students will categorize the foods into the regions they represent. Discuss why different regions are known for different foods.

PowerPoint presentation about the Locavore movement- people and restaurants pledging to only eat food that has been locally sourced. Groups will be assigned an area of the US to research. They must list the major cities, geographical features, and famous local dishes. Each student will create a profile of a restaurant that features local flavors.

Days Two- Six

Regional Tasting Labs

Students will taste and evaluate foods from regions of the US

Day Seven

Groups will use their evaluations and research from Day One to write the recipe for a Regional Burger. It must feature ingredients and techniques from the region researched. Groups will write a description of the burger and present it with an appropriate side dish.

Days Eight and Nine

Cooking Labs

Regional Pizza

Classic American sandwiches

Students will taste and evaluate other classic American dishes

Days 10 and 11

Groups will use these days to do the *mise en place* and the final presentation of their regional American burger and side dish


CULINARY ARTS LAB PERFORMANCE RUBRIC		8 Excellent	6 Average	4 Poor	2 Needs Improvement
SANITATION	Appearance	Arrived ready to begin work Dressed properly, hair restrained, and hands washed- no modifications necessary before beginning activity	Dressed properly for activity, minor modifications to hair and/or hands in order to work in kitchen.	Dressed improperly; needed to make major modifications to attire, hair, and/or hands in order to participate	Could not participate de to improper attire and/or shoes for kitchen; poor hygiene
	Work Station	Maintained clean work space; avoided cross- contamination throughout activity	Maintained moderately-clean work space; some threat of cross-contamination during lab activity	Work space not well- maintained during activity; need coaching to remedy conditions	Poorly maintained work space during lab; cross- contamination and/or unsanitary conditions present
	Work Habits	Frequent, proper hand washing; minimal touching of face, hair, or unclean surfaces; noticeable concern for cleanliness	Adequate hand washing technique and/or frequency; adequate concern for general cleanliness	Poor hand washing technique and/or frequency; no visible concern for cleanliness	Frequent touching of face, hair, unclean surfaces; little concern for cleanliness; no visible hand washing
	Clean-Up	Inspection shows clean equipment, utensils, and/or surfaces; items are properly stored	Inspection shows adequate cleaning of equipment, utensils, and/or surfaces; some disorganization in storage	Inspection shows poor cleaning of equipment, utensils, and/or surface; items must be rewashed before further use	Inspection show no cleaning of equipment, utensils, and/or surfaces; items were left unwashed
MISE EN PLACE	Prep/Planning	Thorough planning evident before and during activity	Adequate planning and efficiency	Minimal planning; lack of efficiency	No planning or advance preparation demonstrated
	Waste	No food and/or supplies wasted	Acceptable amount of food and/or supplies wasted	Large amount of food and/or supplies wasted; waste could have been prevented	Unacceptable amount of food and/or supplies wasted due to lack of planning and/or concern
	Time Management	Completed activity and all cleanup tasks on time	Average organization; completed activity relatively on time	Did not complete in time allotted due to inefficient use of time	Large amount of wasted time and/or inactivity; activity not completed
EQUIPMENT		Shows respect for and demonstrates proficiency with tools and supplies	Adequate care of tools and/or equipment; no misuse noted	Careless use of tools and/or equipment resulting in excessive wear and tear to items	Improper use of tools and/or equipment resulting in breakage or injury or self and/or others
TECHNIQUE		Proficient at skill without supervision, can assist others	Properly demonstrates skill with some prompting	Needs practice and coaching to meet average skill level	Unacceptable skill level; does not meet minimum requirements for technique at this time
TEAMWORK		Demonstrates patience and respect for others	Works with others without supervision	Shows disrespect for others and/or their work or property	Disrupts and/or antagonizes others
FINISHED PRODUCT		Meets high standards with all elements and characteristics present	Acceptable product	Lacking flavor and/or balance	Inedible or unsafe to consume

Benchmark Assessment Quarter 1

1. Students will demonstrate safe use of commercial kitchen equipment
2. Students will be able to describe an area of the kitchen and how to keep it sanitary
3. Students will be able to properly season food
4. Students will successfully read and follow standardized recipes
5. Students will demonstrate professional plating techniques

Benchmark Assessment Quarter 2

1. Students will be able to prepare a variety of soups
2. Students will be able to use piping bags and scales in a professional bakeshop
3. Students will demonstrate how to use heat to cook food in a variety of ways

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1. Students will demonstrate how to substitute ingredients
 2. Students will be able to describe the characteristics of ingredients
 3. Students will demonstrate how to prepare food so it has a better nutritional profile
 4. Students will successfully prepare a variety of breakfast foods

Benchmark Assessment Quarter 4

1. Students will demonstrate how a cuisine is created
2. Students will be able to describe the cuisine of different regions of the US
3. Students will be able to create new menu items