Department of College and Career Readiness

Culinary Science Curriculum

2.5 Credits

Unit Two
Culinary Science

Course Description

Culinary Science is an introductory course to the world of Culinary Arts. In this course students will be learning the basic concepts such as the career paths and education that they may need if they desire to continue in the culinary field. Students will be introduced to the ethics, safety and sanitation, personal hygiene and conduct necessary to interact with fellow students and customers. The course will give students a basic concept on knife safety and how to perform the basic cuts.
## Culinary Science

### Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to the food service industry, Education, Training and Careers in the food service industry.</td>
<td>approx. 2 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Safety &amp; Sanitation; Basic Knife Skills</td>
<td>approx. 8 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Trends, Flow of Food</td>
<td>approx. 3 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Customer Service &amp; Table Service</td>
<td>approx. 4 weeks</td>
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</tbody>
</table>
### Educational Technology Standards


<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Technology Operations and Concepts</strong></td>
<td>Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</td>
</tr>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>Evaluate consequences of unauthorized electronic access (e.g., hacking)</td>
</tr>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>Research and understand the positive and negative impact of one’s digital footprint.</td>
</tr>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</td>
</tr>
<tr>
<td><strong>Critical Thinking, Problem Solving, Decision Making</strong></td>
<td>Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
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</tbody>
</table>
### Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tbody>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
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</tbody>
</table>
CRP5. **Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. **Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. **Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. **Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. **Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
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<tr>
<td>• Communication system between home and school</td>
<td>• Provide a warning for transitions</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Reading partners</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• English to Spanish translation if necessary</td>
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<td>• Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Spell-checker</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• TV &amp; videos</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<td></td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Create flyers to promote catering and fundraising events
- Tumblr to create a Blog
<table>
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<tr>
<th>Interdisciplinary Connections</th>
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**English Language Arts**  
- Menu creation  
- Close reading of industry-related content  
- Create a brochure for a specific industry  
- Keep a running word wall of industry vocabulary

**Social Studies**  
- Research the history of a given industry/profession  
- Research prominent historical individuals in a given industry/profession  
- Use historical references to solve problems

**World Language**  
- Translate industry-content  
- Create a translated index of industry vocabulary  
- Generate a translated list of words and phrases related to workplace safety

**Math**  
- Practice costing out recipes and adapting them to the yield needed.  
- Research industry salaries for a geographic area and juxtapose against local cost of living  
- Track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

**Fine & Performing Arts**  
- Design flyers promoting catering events.  
- Create a poster recruiting young people to focus their studies on a specific career or industry

**Science**  
- Research the environmental impact of a given career or industry  
- Research latest developments in industry technology  
- Investigate applicable-careers in STEM fields
New Jersey Student Learning Standards

9.3– Career and Technical Education

Pathway: Restaurants & Food/Beverage Services (HT-RF)

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 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 food service industry.
- 9.3.HT-RFB.10: Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
**Common Career Technical Core (CCTC)**

**Career Pathway: Restaurants & Food/Beverage Services (HT-RFB)**

HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.

- HT-RFB.1.1: Utilize comments and suggestions from the customer service area to formulate improvements and ensure guest satisfaction.
- HT-RFB.1.3: Apply ethical and legal guidelines as they relate to restaurants and food and beverages services job performance.
- HT-RFB.1.4: Identify ethical issues and model ethical behavior in the workplace.

HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.

- HT-RFB.2.1 – Identify sanitation procedures to ensure facility is in compliance with health codes.
- HT-RFB.2.2 – Identify overall safety procedures necessary to maintain a safe work area.
- HT-RFB.2.3 – Demonstrate emergency and first-aid knowledge and procedures applicable to the workplace.

HT-RFB.4 – Demonstrate leadership qualities and collaboration with others.

- HT-RFB.4.4 – Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to guests.

HT-RFB.8 – Implement standard operating procedures related to food and beverage production and guest service.

- HT-RFB.8.1 – Implement operating procedures to comply with company requirements.
- HT-RFB.8.4 – Determine the appropriate type of food service to provide quality customer service.
HT-RFB.9: Describe career opportunities and qualifications in the restaurant and food service industry.

- HT-RFB.9.1: Identify steps needed to obtain a job in the restaurant and food service industry.
- HT-RFB.9.2: Identify behaviors and personal habits needed to retain a job in the restaurant and food service industry.
- HT-RFB.9.3: Examine career opportunities available in restaurants and food service operations.
- HT-RFB.9.4: Differentiate career opportunities in restaurant and food service operations in the various industry sectors (e.g., independent vs. chain operations)

HT-RFB.10: Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

- HT-RFB.10.4 – Use basic academic skills to perform effectively in a workplace.
Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RL.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Vocabulary Acquisition and Use:

- CCSS.ELA-LITERACY.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
Common Core State Standards (CCSS)

CCSS - Mathematics

Making Inferences & Justifying Conclusions:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.
Unit: II – Safety & Sanitation; Basic Knife Skills
Grade Level: 9-12

Unit Overview:
Students will learn why food safety is so important. They will be learning the basics of safety and sanitation and the precautions that we take in the kitchen. Students will also be grasping the basic concept on knife parts, safety and basic cuts.

New Jersey Student Learning Standards (NJSLS): 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.4, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.10


Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources
--- | --- | --- | --- | ---
Observe different hazards that may be found in a kitchen. | What different kinds of hazards can we find in a kitchen? | • Explain why food safety is so important.  
• Differentiate among biological, chemical and physical hazards.  
• Classify the sources of biological hazards.  
• Recognize chemical hazards and how to prevent them.  
• Recognize physical hazards and how to prevent them. | Textbook reading.  
Crossword puzzle featuring chapter vocabulary.  
Worksheet with a list of different hazards so that students can classify them.  
Internet research on different hazards and | Student Information (Teacher use)  
http://glencoe.mheducation.com/sites/0078883598/student_view0/unit1/chapter1/index.html  
Student Activities  
http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch05/index.htm

NJSLS: 9.3.HT-RFB.1; 9.3.HT-RFB.2; 9.3.HT-RFB.10

CCTC: RFB.1.3, RFB.2.2, RFB.10.4

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
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</thead>
</table>
| **Introduction to safety and sanitation procedures.** Analyze and discuss current safety and sanitation procedures in the kitchen.  
**NJSLS:** 9.3.HT-RFB.2; 9.3.HT-RFB.8; 9.3.HT-RFB.10  
**CCTC:** RFB.2.1, RFB.2.2, RFB.2.3, RFB.8.1, RFB.10.4  
**CCSS:** RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C | What sanitation procedures can you come up with?  
What is the difference between clean and sanitized? | • Apply the time and temperature principal.  
• Explain what cross-contamination is, how it occurs and what can be done to prevent it.  
• Differentiate between clean and sanitary.  
• Apply proper safety & sanitation procedures in the kitchen.  
• Learn the proper personal hygiene aspects for kitchen work. | Textbook reading.  
Kitchen walkthrough.  
Watch CIA videos on safety & sanitation and what not to do in a kitchen. | **Student Information**  
**Teacher Use**  
http://glencoe.mheducation.com/sites/0078883598/student_view0/unit1/chapter2/index.html  
**Teacher Use**  
http://glencoe.mheducation.com/sites/0078883598/student_view0/unit1/chapter1/index.html  
**Student Activities (Teacher use)**  
http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch06/index.htm |
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
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<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Discuss the role of employers, employees and government in regards to kitchen safety. Describe different protective wear available. | What is OSHA?  
What different protection do we wear in the kitchen?  
What injuries can occur in the kitchen? | • Explain and summarize the roles of employers, employees, local and federal government.  
• List and understand the benefits that each piece of protective wear provides the user.  
• Recall common injuries that may occur in a kitchen and remember how to prevent them.  
• Simulate basic fire safety procedures. | Kitchen walkthrough, observing students with protective wear on.  
Simulate fire safety procedures.  
Textbook readings to make sure concepts are introduced. | Student Activities (Teacher Use)  
http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch07/index.htm  
Student Information (Teacher Use)  
http://glencoe.mheducation.com/sites/0078883598/student_view0/unit1/chapter2/index.html  
Student Information (Teacher Use)  
https://en.wikipedia.org/wiki/Hazard_analysis_and_critical_control_points  
Information (Teacher Use)  

NJSLS: 9.3.HT-RFB.2; 9.3.HT-RFB.8; 9.3.HT-RFB.10  
CCTC: RFB.2.1, RFB.2.2, RFB.2.3, RFB.8.1, RFB.10.4  
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<th>Sample Activities</th>
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<tbody>
<tr>
<td>Demonstrate knife safety, while recognizing and comparing different types of knives. <strong>NJSLS:</strong> 9.3.HT-RFB.2; 9.3.HT-RFB.8; 9.3.HT-RFB.10 <strong>CCTC:</strong> RFB.2.1, RFB.2.2, RFB.2.3, RFB.8.1, RFB.10.4 <strong>CCSS:</strong> RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C</td>
<td>Can you name the parts of a knife? What safety precautions do we have to take with knives? How many types of knives can you name?</td>
<td>• Recognize the elements of a knife. • Recognize a multitude of knives. • Test the sharpening procedure of a knife. • Apply procedures for prepping a workstation for cutting purposes. • Execute proper cutting technique for different knives. • Learn to execute at least 4 basic knife cuts (julienne, rondelle, small dice, medium dice, large dice, etc.)</td>
<td>Worksheet on knife parts. Crossword puzzle for chapter vocabulary. Worksheet on knife safety. Watch videos on knife skills. Practice different cuts using a chef knife. Practice using a paring knife. Practice using a slicer. Practice using a serrated knife. Shadow students in the kitchen, while on a cutting station.</td>
<td>Student Activities <a href="http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch08/crossword.htm">http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch08/crossword.htm</a> Student Information (Teacher Use) <a href="http://glencoe.mheducation.com/sites/0078883598/student_view0/unit4/chapter10/index.html">http://glencoe.mheducation.com/sites/0078883598/student_view0/unit4/chapter10/index.html</a> Student Activities <a href="http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch08/matching.htm">http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch08/matching.htm</a> Student Information <a href="http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch08/eFlashCard.htm">http://www.g-wlearning.com/culinaryarts/9781605251189/student/ch08/eFlashCard.htm</a></td>
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<tr>
<td>Unit 2 Vocabulary</td>
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<tr>
<td><strong>Food borne illness</strong></td>
<td><strong>Biological hazard</strong></td>
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<td><strong>Sanitation</strong></td>
<td><strong>Physical hazard</strong></td>
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<td><strong>Contamination</strong></td>
<td><strong>Chemical hazard</strong></td>
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<td><strong>Cross-contamination</strong></td>
<td><strong>Virus</strong></td>
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<td><strong>Pathogen</strong></td>
<td><strong>Mold</strong></td>
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<td><strong>E. Coli</strong></td>
<td><strong>Parasite</strong></td>
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<tr>
<td><strong>Hepatitis</strong></td>
<td><strong>Salmonella</strong></td>
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<tr>
<td><strong>Intoxication</strong></td>
<td><strong>Trichinosis</strong></td>
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<td><strong>Bolster</strong></td>
<td><strong>Food-contact surface</strong></td>
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<tr>
<td><strong>Whetstone</strong></td>
<td><strong>Temperature Danger Zone</strong></td>
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<tr>
<td><strong>Tang</strong></td>
<td><strong>Julienne</strong></td>
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<tr>
<td><strong>Batonnet</strong></td>
<td><strong>Rondelle</strong></td>
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<tr>
<td><strong>Dicing</strong></td>
<td><strong>Mincing</strong></td>
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## Suggested Unit Projects

**Choose At Least One**

<table>
<thead>
<tr>
<th>Project 1</th>
<th>Project 2</th>
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<tbody>
<tr>
<td>Take a field trip to the Food Bank of New Jersey and assist them.</td>
<td>Take a field trip to Ihop and go behind the scenes. See how safety and sanitation procedures are implemented.</td>
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## Suggested Structured Learning Experiences

<table>
<thead>
<tr>
<th>Culinary Institute of America</th>
<th>IHOP</th>
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<tr>
<td>1946 Campus Dr, Hyde Park, NY 12538</td>
<td>301 Main Street #180</td>
</tr>
<tr>
<td>(845) 452-9600</td>
<td>Paterson, NJ 07505</td>
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<td><a href="http://www.ciachef.com">www.ciachef.com</a></td>
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<tr>
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<td>07205</td>
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