

Culinary Science IV Café

Course Description

In Culinary Science Café, Culinary Learners primary two responsibilities is the support of The Ghost Café (**a variety of food, beverage and snack items in a casual atmosphere**) Salad Bar and Table Service. Culinary Learners will become proficient in sanitation and safety regulations. Culinary Learners will become proficient in the application, sanitation and maintenance of kitchen tools and equipment. Culinary Learners will become proficient practice and maintenance of kitchen knives. Culinary Learners will identify various vegetables, salad dressings, cold sandwiches, soups, marinades, and cold sauces. The course will cover preparation of a variety of accompaniment salads, such as; Cole Slaw, Egg Salad, Pasta Salad and Potato Salad. The art of emulsion in preparing homemade mayonnaise, vinaigrettes and other salad dressing, such as 1000 Islands, French, Cesar and Bleu Cheese etc.

The Table Service (**study the “art of serving well”**), which places prominence on developing and enhancing the Culinary Learner’s ability to become proficient in a la carte related service tasks in a setting, which strongly models a food industry cafe. Table Service Learners are expected to be proficient in table preparation of informal and formal dining settings, order taking and display of proper etiquette. They will study menu reading, equipment requirements, and communication with guests, grooming, colleague interaction, logistical considerations and bill preparation.

Culinary Science IV Café

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Culinary Science Sanitation and Safety	approx. 17 weeks
Unit 2	Introduction to a Professional Kitchen	approx. 5 weeks
Unit 3	Table Service and Etiquette	approx. 8 weeks
Unit 4	Basic Salads and Dressings	approx. 5 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

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.

CRP1. Act as a responsible and contributing citizen and employee

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.

CRP2. Apply appropriate academic and technical skills.

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.

CRP3. Attend to personal health and financial well-being.

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.

CRP4. Communicate clearly and effectively and with reason.

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.

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

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
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Interdisciplinary Connections

English Language Arts

- Journal writing
- 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

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

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

Career Cluster: HOSPITALITY & TOURISM (HT)

- 9.3.HT.4 Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
- 9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

Pathway: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT□RFB)

- 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.7 Utilize technical resources for food services and beverage operations to update or enhance present practice.
- 9.3.HT-RFB.8: Implement standard operating procedures related to food and beverage production and guest service.
- 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 Cluster Hospitality & Tourism

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 1.2 – Comply with laws regarding hiring, harassment and safety issues.
- HT-RFB 1.3 – Apply ethical and legal guidelines as they relate to restaurants and food and beverage services job performance.
- HT-RFB 1.4- Identify ethical issues and model ethical behavior in the workplace.

HT-RFB 02 - Demonstrate safety and sanitation procedures in food and beverage service facilities.

- HT-RFB 02.1- Identify sanitation procedure to ensure facility is in compliance with health codes.
- HT-RFB 02.2- Identify overall safety procedures necessary to maintain a safe work area.
- HT-RFB 02.3 - Demonstrate emergency and first aid knowledge and procedures applicable to the workplace.

HT-RFB 07 - Utilize technical resources for food services and beverage operations to update or enhance present practice.

- HT-RFB 07.2 - Retrieve website information to use in menu planning, recipes and for product information.

HT-RFB 08 - Implement standard operating procedures related to food and beverage production and guest service.

- HT-RFB 08.1 – Implement operating procedures to comply with company requirements.
- HT-RFB 08.2 – Evaluate prepared foods for quality and presentation to meet quality standards.

- HT-RFB 08.3 – Prepare nutritional, quality foods utilizing basic food knowledge.
- HT-RFB 08.4 – Determine the appropriate type of food service to provide quality customer service.
- HT-RFB 08.5 – Evaluate types of kitchen equipment to match the correct cooking methodology.

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

- HT-RFB 10.1 – Interpret and use tables, charts and figures.
- HT-RFB 10.2 – Understand verbal and nonverbal communications to provide a positive experience for guest.
- HT-RFB 10.3 – Manage unexpected situations to ensure continuity of quality services.
- HT-RFB 10.4 – Use basic academic skills to perform effectively in the workplace.

Common Core State Standards (CCSS)

English-Language Arts » Science & Technical Subjects » Grade 11-12

Key Ideas and Details:

- CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 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.

Craft and Structure:

- CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes:

- CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core State Standards (CCSS)

Mathematics – High School: Number and Quantity » Quantities*

Reason quantitatively and use units to solve problems:

- 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>Course: Culinary Science IV Café</p> <p>Unit: II – Introduction to a Professional Kitchen</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: In this unit, Culinary Learners will be introduced to the professional working of a commercial kitchen. The student will practice safety and sanitation principles. The student will be introduced to the use, maintenance and sanitation of kitchen tools and equipment. Student will learn the proper use and care of kitchen knives. The basic food preparation principles (standard recipe measurements/conversions, herbs/spices seasoning, soups, sauces and cold platters) will be embraced.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Kitchen Safety and Sanitation • Use and Care of Kitchen Equipment • Standard Recipe Measurement and Conversion Use • Herb and Spice Seasoning • Soups, Sauces, and Thickening Agents • Cold platters
<p>New Jersey Student Learning Standards (NJSLS): 9.3.HT.4, 9.3.HT.5, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p>	
<p>Common Career Technical Core (CCTC): HT-RFB 1, HT-RFB 2, HT-RFB 7, HT-RFB 8, HT-RFB 10</p>	
<p>Common Core State Standards (CCSS): RST.11-12.2, RST.11-12.3, RST.11-12.5, W.11-12.2, W.11-12.4, HSN.Q.A.1</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Analyze the responsibilities and distribution of accountability of your	Can you wear a baseball cap for safety and sanitation? Are long fingernails	<ul style="list-style-type: none"> • Identifies with personal standards of appearance and hygiene. 	<p>Research Report Paired learners will do research on the history of The US Department of Health and Human</p>	<p>[PDF] Handout - Sanitation and Food Safety Rules http://cte.sfasu.edu/wp-content/uploads/2012/10/</p>

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<p>local health department, as well as the establishment of The US Department of Health and Human Services.</p> <p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 1, HT-RFB 02, HT-RFB 08, HT-RFB 10</p> <p>CCSS: RST.11-12.2, W.11-12.4</p>	<p>appropriate for the kitchen?</p> <p>Is a beard considered sanitary?</p> <p>What is the use of a Chef knife?</p>	<ul style="list-style-type: none"> • Identifies with kitchen/dining room sanitation, safety, and behavior appropriate with a food service professional. • Demonstrate proficiency in various uses of different knives. • Demonstrates proper use of kitchen utensils. • Demonstrates the standard sanitary procedures entering a kitchen in advance of beginning an assignment. 	<p>Services.</p> <p>PowerPoint Create slides illustrating the responsibilities of The US Department of Health and Human Services.</p> <p>Marking Period Test, Unit Test and Quizzes</p> <p>Essay Describe the history of local health departments.</p> <p>Short Video Viewing and Analysis Learners will view a video clip(s) city’s Health Department and kitchen Grade A, B or C. Analyze, questions and answers.</p>	<p>Sanitation-and-Food-Safety-Rules.pdf.</p> <p>College Kitchen: Safety and Sanitation - http://reesenews.org/2011/11/17/college-kitchen-safety-and-sanitation/26767/. - See more at: http://webcache.googleusercontent.com/search?q=cache:t7SGDGeP3B4J:reesenews.org/2011/11/17/college-kitchen-safety-and-sanitation/26767/+&cd=15&hl=en&ct=clnk&gl=us#sthash.sgb7SOKh.dpuf</p> <p>Top 10 Kitchen Safety Tips https://www.youtube.com/watch?v=L-b8gb6_vrw</p>
<p>Distinguish the major pieces of equipment in a</p>	<p>What is the use of a Salamander?</p>	<ul style="list-style-type: none"> • Identifies all Cooking Equipment. 	<p>PowerPoint Create slides illustrating:</p>	<p>Kitchen Utensils In The Professional</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>standard commercial kitchen, including knives., as well as material supports durability in maintenance of kitchen utensils.</p> <p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT-RFB.2, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 02, HT-RFB 07, RFB 08, RFB 10</p> <p>CCSS: W.11-12.2, W.11-12.4</p>	<p>Can you identify the Robot Coupe?</p> <p>What would you cook in the Tilt skillet?</p> <p>Which of the three-sink compartments is used for sanitizer?</p> <p>How would you degrease and sanitize the ventilation hoods?</p>	<ul style="list-style-type: none"> • Identifies various Commercial Refrigeration • Identifies Food Preparation, Sinks & Faucets, Shelving, Transportation Racks & Carts, Ice Machines and Accessories. • Demonstrates proficient care and use of each piece of equipment in the kitchen. • Demonstrates proficiency in ventilation hoods sanitation. • Demonstrates proficiency in using the slicer. 	<p>Durability and life expectancy for stainless steels in external environments</p> <p>Research Report Pairing up learners will investigate FDA Food Code 2009: Chapter 4 - Equipment, Utensils & Linens.</p> <p>Venn Diagram Create a Venn Diagram that compares and contrasts of a domestic kitchen and professional kitchen.</p> <p>Marking Period Test, Unit Test and Quizzes</p> <p>Short Video Viewing and Analysis Learners will view a video clip(s) the history of kitchen utensils.</p>	<p><u>Kitchen And What Equipment You Need At Home</u> https://www.youtube.com/watch?v=71cvSqZSwi0</p> <p><u>How to Use Commercial Kitchen Equipment - Slicer, Grinder, Hobart, Mixer, Chopper</u> https://www.youtube.com/watch?v=BOqQrSjdZ7I</p> <p><u>Kitchen Deep Cleaning Kitchen Equipment Cleaning </u> www.kitchenductclean.co.uk www.youtube.com/watch?v=BHjzjReJfJE</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Analyze, questions and answers. Essay Describe the history of kitchen utensils.	
Evaluate and recall terms of common units in measurement applied in standard recipes, as well as compare and contrast US, Metric and British Imperial Measurement Units. NJSLS: 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10 CCTC: HT-RFB 07, HT-RFB 08, HT-RFB 010 CCSS: RST.11-12.3, RST.11-12.5, HSN.Q.A.1	What is this abbreviation (oz) in the American customary system? What is this abbreviation (lb.) in the American customary system? What are custom can sizes? Can you convert 17 ounces to pounds? Can you convert grams to ounces?	<ul style="list-style-type: none"> • Identifies with terms, abbreviations and symbols related to standard recipes. • Demonstrates proficiency in substations of similar units for weights. • Identifies with substations of similar units for precise measurements. • Demonstrates proficient use of conversion tables. • Identifies all common can sizes. • Demonstrates proficiency in reducing the yield of a recipe. • Demonstrates 	Short Video Viewing and Analysis Learners will view a video clip(s) on the history of the US, Metric and British Imperial Measurement Units. Analyze, questions and answers. Essay Describe The British Imperial Measuring Units. Graphic Organizer Create columns three to compare and contrast the US, metric and British Imperial Measuring Units.	Measurement and Conversion Charts > Start Cooking http://startcooking.com/measurement-and-conversion-charts . Recipe Converter Calculator - MyKitchenCalculator.com http://www.mykitchencalculator.com/recipeconverter.html Culinary Arts: How to Teach Math & Measurements https://www.youtube.com/watch?v=yhrMviXiaQM

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		<p>proficiency in increasing the yield of a recipe.</p>	<p><u>Marking Period Test, Unit Test and Quizzes</u></p> <p><u>Group Work</u> Recipe measurement and conversion worksheets.</p> <p><u>PowerPoint</u> Culinary learner will be issued a recipe. Culinary learner will demonstrate step-by-step standard recipe measurement and conversions.</p> <p><u>Poster</u> Create and Illustrate The Unit of Measurements.</p> <p><u>PowerPoint</u> Slides illustrating the history of the US customary units.</p> <p><u>Graphic Organizer</u> Create two columns and</p>	<p>Culinary Math Deconstructed Part 1 https://www.youtube.com/watch?v=YhPGTRdfbC8</p> <p>Culinary Math Deconstructed part 2 https://www.youtube.com/watch?v=cSs8oLNZpp8</p>

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			contrast the differences between the US and Metric measuring units. Essay Describe the metric measurement units.	
Identify and summarize visually, tasting and smelling herbs and spices, as well as Identify and examine the present day of the trade of herbs and spices. NJSLS: 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10 CCTC: HT-RFB 07, HT-RFB 08, HT-RFB 010 CCSS: RST.11-12.3, RST.11-12.5, W.11-12.2, W.11-12.4	What forms of seasoning are steadily available? Which has a better flavor and taste - fresh or dried? Why? How many herbs and spices can you identify by sight, taste and smell and name? Why do people season their foods? How would you preserve fresh herbs?	<ul style="list-style-type: none"> • Identifies fresh herbs and spices. • Identifies dried herbs and spices. • Identifies with the difference of flavor rendering between fresh and dried herbs or spices. • Identifies herbs and spices, which are available in our kitchen by sight, taste and smell. • Identifies with the savory rewards attached to the basic principles of using seasoning in food preparation and 	Short Video Viewing and Analysis Learners will view a video clip(s) of the modern day herb and spice trade. Analyze, questions and answers. Essay Describe which are better fresh or dehydrated herbs: taste, presentation and nutritional value. Essay Please pick five herbs and spices and write an essay on your first cooking experience	Spices & Seasonings A-Z - Frontier Co-op http://www.frontiercoop.com/prodlist.php?ct=spicesaz . Homemade Seasoning Blends https://www.youtube.com/watch?v=CQIUt28iyg8 Using Herbs and Spices to Improve Your Health https://www.youtube.com/watch?v=0MDYXjW_794 Best Herbs for Energy, Using Natural Herbal

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		<p>cooking.</p> <ul style="list-style-type: none"> • Demonstrates proficiency in drying out fresh herbs changing to dried herbs. 	<p>incorporating these flavors into a salad or cuisine.</p> <p>Summative Assessment Assessing Culinary learners' fluency of herbs and spices.</p> <p>Marking Period Test, Unit Test and Quizzes</p> <p>PowerPoint Create slides addressing past historical trade to herbs and spices.</p> <p>Marking Period Test, Unit Test and Quizzes</p> <p>Essay Describe Vasco da Gama the pioneer of the herb and spice trade.</p>	<p>Stimulants https://www.youtube.com/watch?v=uCagQpvakt4</p>
Examine the difference	Which soups and stews	• Demonstrates	Essay	Thickening Agents For

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<p>in taste and health benefits of commercially manufactured compared to homemade sauces.</p> <p>NJSLS: 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 07, HT-RFB 08, HT-RFB 010</p> <p>CCSS: RST.11-12.5, W.11-12.2, W.11-12.4</p>	<p>uses roux?</p> <p>What are the ingredients in roux?</p> <p>What are the Mother Sauces?</p> <p>Which sauce has a milk base?</p> <p>Under which Mother Sauce umbrella does Marinara sauce classify?</p>	<p>proficiency in making various soups.</p> <ul style="list-style-type: none"> • Identifies flour and butter as the main ingredients in roux. • Identifies all five Mother Sauces. • Recognizes Marinara deriving from The Tomato Family. • Recognizes milk as the base of all Béchamel Sauces. 	<p>Describe Chef Auguste Escoffier And his contributions to the present formation of Mother Sauces.</p> <p>PowerPoint Create slides illustrating the tomato sauce manufacturing process.</p> <p>Essay Describe commercial sauces and homemade and give your opinion on which is best by sharing various reasons why.</p> <p>Short Video Viewing and Analysis Learners will view a video clip(s) comparing commercial manufactured vs. homemade sauces. Analyze, questions and answers.</p>	<p>Sauces And Soups Reviewed Stella Culinary https://stellaculinary.com/content/thickening-agents-sauces-and-soups-reviewed.</p> <p>Thickening Agents for Soups and Sauces and How To Choose http://theculinarycook.com/thickening-agents/.</p> <p>Brown Roux (How to make Roux like a Professional Chef) https://www.youtube.com/watch?v=bquWliLtFjA</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Posters Create and illustrate the derivatives of The Bechamel Sauce.</p> <p>Marking Period Test, Unit Test and Quizzes</p>	
<p>Monitor fresh bread and baking goods wholesaled in the U.S., as well as explore and analyze popular breads and spreads for sandwiches, and the art of sandwich design and plate presentation.</p> <p>NJSLS: 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 07, HT-RFB 08, HT-RFB 010</p> <p>CCSS: RST.11-12.5, W.11-12.2, W.11-12.4</p>	<p>What is the difference between a baguette and a bagel?</p> <p>Which taste better between Brioche and Brown Bread?</p> <p>Do they classify biscuits as bread?</p> <p>What kitchen station usually produces the sandwiches?</p> <p>What are the various types of sandwiches?</p>	<ul style="list-style-type: none"> • Identifies the various differences in breads. • Distinguishes the difference in taste in various breads. • Recognizes biscuits as bread. • Identifies the Garde Manger (Pantry) as the common kitchen station producing sandwiches. • Demonstrates proficiency in producing various types of sandwiches. 	<p>S Research Paper Paired learners will research the way bread & baking goods are sold on the wholesale market.</p> <p>Short Video Viewing and Analysis Learners will view a video clip(s) sharing the way bread & baking goods are sold on the wholesale market. Analyze, questions and answers.</p> <p>Essay Describe the importance of yeast in proficient bread baking.</p>	<p>CHAPTER 19 Sandwiches and Appetizers www.bcit.cc/.../filedownload.ashx?...</p> <p>Chapter 13 - Sandwiches and Hors d'Oeuvres - APEL http://www.apelslice.com/books/0-00-NIMAC/978-0-8269-4200-5/ch13.htm.</p> <p>How to Make Club Sandwiches - Club Sandwich Recipe https://www.youtube.com/watch?v=S_1_ZSMxRfg</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p><u>Marking Period Test, Unit Test and Quizzes</u></p> <p><u>Homework</u> A sandwich and spread matching worksheet.</p>	

Unit 2 Vocabulary

<p>Commercial Kitchen Conversion Cooking Equipment Cuisine Food Preparation Health Department Herbs Kitchen Equipment Kitchen Knives Kitchen Safety</p>	<p>Kitchen Utensils Personal Hygiene Recipe Measurement Recipe Yield Salad Sanitation Savory Seasoning Spices Weights</p>
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Suggested Unit Projects

Choose At Least One

Assembling two groups for a “Highest Decker” sandwich making competition.	Divided into groups, Culinary learners will identify by name and use all equipment in the kitchen.
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Suggested Structured Learning Experiences

<p>Vernissage Restaurant (Russian Formal Dining) 111 Wagaraw Rd. * Hawthorne * NJ * 07506 (973) 423-5808 * info@vernissagenj.com</p> <p>Aoyama (French Thai and Japanese Cuisine) 319 Franklin Ave Unit 112 Wyckoff, NJ 07481 http://aoyamanj.com/</p> <p>Johnson & Wales University 8 Abbott Park Place Providence, RI 02903</p>	<p>International Restaurant & Food Service Show of New York Jacob Javits Center New York, New York 10001 www.internationalrestaurantny.com</p> <p>Job Shadowing at a local restaurant for experience and culinary operational development.</p> <p>Volunteer work Eva's Village Shelter, Addiction Treatment, Soup Kitchen - Eva's ... http://www.homelessshelterdirectory.org/cgi-bin/id/shelter.cgi?shelter=10806.</p> <p>Hudson County Community College Culinary Arts Institute 161 Newkirk Street – Room E222 Jersey City, NJ 07306</p> <p>The Culinary Institute of America 1946 Campus Drive Hyde Park, NY 12538-1499</p>
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