Department of College and Career Readiness

Culinary Science III - Cuisine
Curriculum

5.0 Credits

Unit Three
Culinary Science III - Cuisine

Course Description

Culinary Science III – Cuisine is a course in which students will expand their knowledge of the fundamental skills in culinary and use those skills in conjunction with the basics they will be learning in the course to bring together the complete experience of working in a restaurant/commercial kitchen. Students will understand the concept of taste and how methods of cooking can affect color, flavor and textures. Menu implementation will play a bigger role and menu layout, marketing, concept development, product utilization, target customers and trends will be a part of this course.
# Culinary Science III - Cuisine

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Costing &amp; Cooking</td>
<td>approx. 14 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Table Service &amp; Banquets</td>
<td>approx. 11 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Developing Taste</td>
<td>approx. 4 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Charcuterie &amp; Final Review</td>
<td>approx. 6 weeks</td>
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</table>
## Educational Technology Standards


<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</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>
</tr>
</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.

### 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

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</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>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
<td></td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

- Computer/whiteboard
- Spell-checker
- TV & videos

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- 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

- 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
# Interdisciplinary Connections

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Math</th>
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<tbody>
<tr>
<td>• Menu creation</td>
<td>• Practice costing out recipes and adapting them to the yield needed.</td>
</tr>
<tr>
<td>• Close reading of industry-related content</td>
<td>• Research industry salaries for a geographic area and juxtapose against local cost of living</td>
</tr>
<tr>
<td>• Create a brochure for a specific industry</td>
<td>• Track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers</td>
</tr>
<tr>
<td>• Keep a running word wall of industry vocabulary</td>
<td></td>
</tr>
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<thead>
<tr>
<th>Social Studies</th>
<th>Fine &amp; Performing Arts</th>
</tr>
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<tbody>
<tr>
<td>• Research the history of a given industry/profession</td>
<td>• Design flyers promoting catering events.</td>
</tr>
<tr>
<td>• Research prominent historical individuals in a given</td>
<td>• Create a poster recruiting young people to focus their studies</td>
</tr>
<tr>
<td>industry/profession</td>
<td>on a specific career or industry</td>
</tr>
<tr>
<td>• Use historical references to solve problems</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>World Language</th>
<th>Science</th>
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<tbody>
<tr>
<td>• Translate industry-content</td>
<td>• Research the environmental impact of a given career or industry</td>
</tr>
<tr>
<td>• Create a translated index of industry vocabulary</td>
<td>• Research latest developments in industry technology</td>
</tr>
<tr>
<td>• Generate a translated list of words and phrases related to workplace safety</td>
<td>• Investigate applicable-careers in STEM fields</td>
</tr>
</tbody>
</table>
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.3 – Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.

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

- 9.3.HT-RFB.5 – Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.

- 9.3.HT-RFB.6 – Explain the benefits of the use of computerized systems to manage food service operations and guest service.

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

HT-RFB.1 – Describe ethical and legal responsibilities in food and beverage service facilities.
  • 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.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.3 – Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
  • HT-RFB.3.1 – Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment.

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.
Common Career Technical Core (CCTC) Continued

HT-RFB.5 – Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
  • HT-RFB.5.1 – Interpret calculations of food, labor and pricing to ensure profitability.

HT-RFB.6 – Explain the benefits of the use of computerized systems to manage food service operations and guest service.
  • HT-RFB.6.1 – Identify potential uses of computers and software to provide guest and food services.

HT-RFB.7 – Utilize technical resources for food services and beverage operations to update or enhance present practice.
  • HT-RFB.7.1 – Use software applications to manage food service operations.
  • HT-RFB.7.2 – Retrieve website information to use in menu planning, recipes and for product information.

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.8.6 – Describe the role of the menu as a marketing and planning tool.

HT-RFB.10 – Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
  • HT-RFB.10.2 – Understand verbal and non-verbal communications to provide a positive experience for a 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)

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.
**Course:** Culinary Science III - Cuisine  
**Unit:** III – Developing Taste  
**Grade Level:** 9-12  

**Unit Overview:** Unit III is all about taste. This includes learning the parts of the body that we use on a daily basis with food, learning the different types of taste that exist, differentiating between eating and tasting, knowing the factors that come into play in regards to taste.

**New Jersey Student Learning Standards (NJSLS):** 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.4, 9.3.HT-RFB.5, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10

**Common Career Technical Core (CCTC):** RFB.1.3, RFB.1.4, RFB.2.1, RFB.2.2, RFB.2.3, RFB.3.1, RFB.4.4, RFB.5.1, RFB.6.1, RFB.7.1, RFB.7.2, RFB.8.1, RFB.8.4, RFB.8.6, RFB.10.2, RFB.10.3, RFB.10.4


<table>
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<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
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</thead>
</table>
| Eating vs. Tasting. Learn and differentiate between eating and tasting and the five basic tastes.  
**NJSLS:** 9.3.HT-RFB.2; 9.3.HT-RFB.4; 9.3.HT-RFB.10  
**CCTC:** RFB.2.1, RFB.2.2, RFB.2.3, RFB.4.4, RFB.10.4  
**CCSS:** RL.11-12.1, | Can you tell me what the difference between eating and tasting is?  
What are the 5 basic tastes? |  
- Recognize and explain the difference between eating and tasting.  
- Recall the 5 basic tastes.  
- Recognize the umami flavor. | Find unique foods, have students analyze the food, taste it and attempt to identify.  
Have student try sweet and sour foods and see what students like and/or dislike the food.  
Have students try the umami flavor with different foods. | Student Information (Teacher Use)  
http://udel.edu/~bcarey/ART307/project3/contents/taste.html  
Student Information (Teacher use)  
http://winefolly.com/tutorial/taste-vs-flavor-vs-aroma/ |
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| Taste physiology. Discover and recognize parts of the body that have to do with tastes and compare it to taste physiology. | **What is taste physiology?**<br>Which affects a taste more, psychology or physiology? | • Recognize taste psychology and understand why it can affect our sense of taste.  
• Recognize taste physiology and analyze how it affects our tastes.  
• Analyze and discuss how our sense of taste | Breakdown a whole chicken, bake all of the parts and discuss the different tastes and textures.  

**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.10;
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<td>CCSS: RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C, IC.B.6</td>
<td>What factors affect taste the most?</td>
<td>• Recognize the physical features and factors that affect taste (age, illness, etc.) • Recognize the</td>
<td>Have students create a menu that includes all 5 tastes. Cook a chicken 5 times. Each time with a different taste.</td>
<td><strong>Teacher Use</strong> <a href="http://www.vivo.colostate.edu/hbooks/pathphys/digestion/pregastric/taste.html">http://www.vivo.colostate.edu/hbooks/pathphys/digestion/pregastric/taste.html</a> <strong>Teacher Use</strong> <a href="http://www.vivo.colostate.edu/hbooks/pathphys/digestion/pregastric/taste.html">http://www.vivo.colostate.edu/hbooks/pathphys/digestion/pregastric/taste.html</a></td>
</tr>
<tr>
<td>NJSL: 9.3.HT-RFB.1;</td>
<td>What factors affect taste the least?</td>
<td></td>
<td><strong>Teacher Use</strong> <strong>The Culinary Professional</strong> (by John Diaz) <strong>Teacher Use</strong> <strong>Culinary Essentials</strong> (Johnson &amp; Wales)</td>
<td><strong>Student Information</strong> <a href="http://www.popsci.com/article/science/7-things-affecting-your-sense-taste">http://www.popsci.com/article/science/7-things-affecting-your-sense-taste</a></td>
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Learn and recognize the different factors that affect taste (physical and mental)
<table>
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<td>subjective factors that affect taste.</td>
<td>taste bud flavor. Discuss how the flavor can be modified with the different flavors.</td>
<td>Student Information <a href="https://www.fona.com/sites/default/files/WhitePaper_Factors%20Influencing%20Taste%20Perception.pdf">https://www.fona.com/sites/default/files/WhitePaper_Factors%20Influencing%20Taste%20Perception.pdf</a></td>
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<tr>
<td><strong>CCTC:</strong> RFB.1.3, RFB.1.4, RFB.2.1, RFB.2.2, RFB.2.3, RFB.4.4, RFB.6.1, RFB.7.2, RFB.8.6, RFB.10.4</td>
<td></td>
<td></td>
<td><strong>Student Information</strong> (Teacher use) <a href="http://www.eufic.org/article/en/expid/review-food-choice/">http://www.eufic.org/article/en/expid/review-food-choice/</a></td>
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| Sense of smell and sense of touch | How does the sense of smell affect how we taste different foods?  
How does the sense of touch affect how we taste different foods? | Recognize parts of the body that are used by the sense of smell and the sense of touch.  
Learn why our sense of smell affects how we taste something.  
Learn why our sense of touch affects how we taste something. | Students will smell raw proteins for freshness.  
Make a soup or sauce and have students smell and taste for doneness.  
Have students cook proteins and have student apply touch to determine the doneness of the protein | Student Activity  
Teacher use  
http://www.scaa.org/chronicle/2012/07/06/the-tasting-experience-our-five-senses-and-some-of-the-ways-they-influence-each-other/  
Student Information  
https://medium.com/@ruhlman/on-cooking-with-your-sense-ae51bc991cd7#.jkelb5z35  
Teacher use  
http://www.psych.stanford.edu/~lera/psych115s/notes/lecture11/ |
| 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.10  
CCTC: RFB.1.3, RFB.1.4, RFB.2.1, RFB.2.2, RFB.2.3, RFB.4.4, RFB.8.5, RFB.10.4  
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<td>Comfort Foods. Definition of comfort food. Compare different countries comfort foods</td>
<td>What is a comfort food? Are your comfort foods the same as your friends’?</td>
<td>• Recognize what a comfort food is. • Enumerate comfort foods for peoples of different countries. • Recognize different comfort foods</td>
<td>Have students list what their comfort foods are and compare their results with their classmates. Online research on countries and their different comfort foods. Online research on how economic and racial</td>
<td>Student Information (teacher use) <a href="http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072592">http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072592</a></td>
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**Teacher Use**
*The Culinary Professional* (by John Diaz)

**Teacher Use**
*Culinary Essentials* (Johnson & Wales)

**Student Information**

**Student Information** (Teacher use) [http://www.sheknows.com/food-and-](http://www.sheknows.com/food-and-)
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<td><strong>CCTC:</strong> RFB.1.3, RFB.1.4, RFB.2.1, RFB.2.2, RFB.4.4, RFB.6.1, RFB.7.2, RFB.10.4.</td>
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| **CCSS:** RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C, HSS.IC.B.6 | background can impact comfort foods. | | | recipes/articles/1051415/traditional-latin-comfort-food-recipes
Student Information http://www.preparedfoods.com/articles/114069-ethnic-comfort-foods
Student Information http://www.foodservicedirector.com/ideas-innovation/emerging-trends/articles/big-idea-ethnic-comfort-food
Teacher Use The Culinary Professional (by John Diaz)
Teacher Use Culinary Essentials (Johnson & Wales) |
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<td>Taste Combinations. Learn different taste combinations and differentiate them from different combinations. <strong>NJSLS:</strong> 9.3.HT-RFB.1; 9.3.HT-RFB.2; 9.3.HT-RFB.3; 9.3.HT-RFB.4; 9.3.HT-RFB.6; 9.3.HT-RFB.7; 9.3.HT-RFB.8; 9.3.HT-RFB.10; <strong>CCTC:</strong> RFB.1.3, RFB.1.4, RFB.2.1, RFB.2.2, RFB.2.3, RFB.3.1, RFB.4.4, RFB.6.1, RFB.7.2, RFB.8.2, RFB.8.3, RFB.8.5, RFB.10.4 <strong>CCSS:</strong> RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C, IC.B.6</td>
<td>Is it easy to come up with new dishes? Can you breakdown a food into its various tastes?</td>
<td>• Uses senses (different aromas, tastes and textures) to break down a new dish or a menu item. • Identify flavors that will make a new dish taste good. • Consider and understand basic taste pairing (sweet and sour, fat and sour, sweet and bitter, salt and sour, sweet and salty, etc)</td>
<td>Have students make a daily menu using only one taste combination. Ask and discuss with students the taste pairing that they like best and why. Discuss the most popular taste combinations depending on ethnicity, religion, race and economic status.</td>
<td><strong>Student Information</strong> <a href="https://www.kashi.com/natural-living/progressive-nutrition/taste-puts-the-fun-in-food">https://www.kashi.com/natural-living/progressive-nutrition/taste-puts-the-fun-in-food</a> <strong>Student Information</strong> <a href="https://nouveauraw.com/raw-recipe-templates-and-development/flavor-profiles-that-pair-well-in-recipes/">https://nouveauraw.com/raw-recipe-templates-and-development/flavor-profiles-that-pair-well-in-recipes/</a> <strong>Student Information</strong> <a href="https://www.insidescience.org/news/why-certain-flavor-combinations-melt-your-mouth">https://www.insidescience.org/news/why-certain-flavor-combinations-melt-your-mouth</a> <strong>Student Information</strong> <a href="http://www.shape.com/healthy-eating/cooking-ideas/13-never-fail-flavor-combinations">http://www.shape.com/healthy-eating/cooking-ideas/13-never-fail-flavor-combinations</a></td>
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## Student Learning Objectives (SLOs)

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## Unit 3 Vocabulary

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<tr>
<th>Olfaction</th>
<th>Retronasal pathway</th>
<th>Gustation</th>
<th>Umami</th>
<th>Piquant</th>
<th>Acid</th>
<th>Sweet</th>
<th>Salty</th>
<th>Bitter</th>
<th>Texture</th>
<th>Tasting</th>
<th>Eating</th>
<th>Taste perception</th>
<th>Papillae</th>
<th>Lactic acid</th>
<th>Citric acid</th>
<th>Malic acid</th>
<th>Acetic acid</th>
<th>Comfort food</th>
<th>Taste combination</th>
</tr>
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</table>

**Teacher Use**
- *The Culinary Professional* (by John Diaz)
- *Culinary Essentials* (Johnson & Wales)
**Suggested Unit Projects**

*Choose At Least One*

| Take a field trip to the Food Bank of New Jersey and assist them. | Take a field trip to IHOP and go behind the scenes. See how safety and sanitation procedures are implemented. |

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**Suggested Structured Learning Experiences**

| Culinary Institute of America  
1946 Campus Dr, Hyde Park, NY 12538  
(845) 452-9600  
www.ciachef.com | IHOP  
301 Main Street #180  
Paterson, NJ 07505 |

| Community Food Bank of New Jersey  
31 Evans Terminal Rd,  
Hillside, NJ  
07205 |  |