Department of College and Career Readiness

Culinary Science III
Curriculum

5.0 Credits

Unit Four
Culinary Science III

Course Description

Culinary Science III provides students enrichment and extension in two specific elements: cuisine and baking/pastry.

Baking & Pastry – This course provides learners with a comprehensive understanding of the ingredients, techniques, and procedures used in creating baked goods and pastries. Students progress through becoming proficient in the use of baking tools and equipment to utilizing baking ingredients to create cakes, pastries, breads and chocolate confections. Students also practice time management, acquire culinary math skills, and practice food safety and sanitation practices. Furthermore 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.

Cuisine – 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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Baking &amp; Pastry: Introduction to Baking Techniques and Methods (Cakes and Yeast Doughs I) Pastries I and Chocolate Confections</td>
<td>approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Baking &amp; Pastry: Cakes and Pastries (Specialty Cakes and Advanced Pastries) &amp; Yeast Doughs II</td>
<td>approx. 9 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Cuisine: Costing &amp; Cooking, Table Service &amp; Banquets</td>
<td>approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Cuisine: Developing Taste, Charcuterie &amp; Final Review</td>
<td>approx. 9 weeks</td>
</tr>
</tbody>
</table>
### Educational Technology Standards


<table>
<thead>
<tr>
<th>Category</th>
<th>Example of use within unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Operations and Concepts</td>
<td>Students will try sweet and sour foods and see what students like and/or dislike and keep track on a live shared spreadsheet.</td>
</tr>
<tr>
<td>The Nature of Technology: Creativity and Innovation</td>
<td>Students will compare different appliances used in cooking and rate cost and effectiveness.</td>
</tr>
<tr>
<td>Technology and Society</td>
<td>Students will review storage techniques so that food lasts as long as possible.</td>
</tr>
<tr>
<td>Abilities for a Technological World:</td>
<td>Students will compare comfort foods and how they are produced around the world.</td>
</tr>
</tbody>
</table>

- **Technology Operations and Concepts**
  - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

- **The Nature of Technology: Creativity and Innovation**
  - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

- **Technology and Society**
  - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

- **Abilities for a Technological World:**
  - Explain how material processing impacts the quality of engineered and fabricated products.
# 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.*

**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.

- **Example of use within unit:** Students will identify flavors that will make a new dish taste good.

**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.

- **Example of use within unit:** Students will recognize and explain the difference between eating and tasting

**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.

- **Example of use within unit:** Students will learn and recognize the basic equipment

**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.

- **Example of use within unit:** Prepare lunch for the Café and special catering events.
**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficiency Details</th>
</tr>
</thead>
</table>
| 6- Reaching | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| 5- Bridging | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| 4- Expanding | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| 3- Developing | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Beginning | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
# Language Development Supports For English Language Learners

To Increase Comprehension and Communication Skills

## Environment

- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students’ background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners

- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaningful and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students’ lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

## Sensory Supports*

- Real-life objects (realia) or concrete objects
- Physical models
- Manipulatives
- Pictures & photographs
- Visual representations or models such as diagrams or drawings
- Videos & films
- Newspapers or magazines
- Gestures
- Physical movements
- Music & songs

## Graphic Supports*

- Graphs
- Charts
- Timelines
- Number lines
- Graphic organizers
- Graphing paper

## Interactive Supports*

- In a whole group
- In a small group
- With a partner such as Turn-and-Talk
- In pairs as a group (first, two pairs work independently, then they form a group of four)
- In triads
- Cooperative learning structures such as Think-Pair-Share
- Interactive websites or software
- With a mentor or coach

## Verbal and Textual Supports

- Labeling
- Students’ native language
- Modeling
- Repetitions
- Paraphrasing
- Summarizing
- Guiding questions
- Clarifying questions
- Probing questions
- Leveled questions such as What? Where? How? Why?
- Questioning prompts & cues
- Word Banks
- Sentence starters
- Sentence frames
- Discussion frames
- Talk moves, including Wait Time

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BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

<table>
<thead>
<tr>
<th>CONTENT INTEGRATION</th>
<th>KNOWLEDGE CONSTRUCTION</th>
<th>PREJUDICE REDUCTION</th>
<th>EQUITABLE PEDAGOGY</th>
<th>EMPOWERING SCHOOL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use examples and content from a variety of cultures &amp; groups.</td>
<td>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives &amp; biases.</td>
<td>Teachers implement lessons and activities to assert positive images of ethnic groups &amp; improve intergroup relations.</td>
<td>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</td>
<td>Using the other four dimensions to create a safe and healthy educational environment for all.</td>
</tr>
<tr>
<td>This unit / lesson is connected to other topics explored with students.</td>
<td>This unit / lesson provides context to the history of privilege and oppression.</td>
<td>This unit / lesson helps students question and unpack biases &amp; stereotypes.</td>
<td>The instruction has been modified to meet the needs of each student.</td>
<td>There are opportunities for students to connect with the community.</td>
</tr>
<tr>
<td>There are multiple viewpoints reflected in the content of this unit / lesson.</td>
<td>This unit / lesson addresses power relationships.</td>
<td>This unit / lesson helps students examine, research and question information and sources.</td>
<td>Students feel respected and their cultural identities are valued.</td>
<td>My classroom is welcoming and supportive for all students?</td>
</tr>
<tr>
<td>The materials and resources are reflective of the diverse identities and experiences of students.</td>
<td>This unit / lesson help students to develop research and critical thinking skills.</td>
<td>The curriculum encourages discussion and understanding about the groups of people being represented.</td>
<td>Additional supports have been provided for students to become successful and independent learners.</td>
<td>I am aware of and sensitive to the needs of my students and their families.</td>
</tr>
<tr>
<td>The content affirms students, as well as exposes them to experiences other than their own.</td>
<td>This curriculum creates windows and mirrors* for students.</td>
<td>This unit / lesson challenges dominant perspectives.</td>
<td>Opportunities are provided for students to reflect on their learning and provide feedback.</td>
<td>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</td>
</tr>
</tbody>
</table>

*windows and mirrors: term coined bybellah s. hooks that refers to the representation of minority perspectives in education.
Culturally Relevant Pedagogy Examples

- **Relationships:**
  - Learn about your students’ individual cultures.
  - Adapt your teaching to the way your students learn.
  - Develop a connection with challenging students.
  - Communicate and work with parents/guardians on a regular basis (email distribution, newsletter, phone calls, notes, meetings, etc.).

- **Curriculum:**
  - Incorporate student-centered stories, vocabulary and examples.
  - Incorporate relatable aspects of students’ lives.
  - Create lessons that connect the content to your students’ culture and daily lives.
  - Incorporate instructional materials that relate to a variety of cultures.

- **Instructional Delivery:**
  - Establish an interactive dialogue to engage all students.
  - Continuously interact with students and provide frequent feedback.
  - Use frequent questioning as a means to keep students involved.
  - Intentionally address visual, tactile, and auditory learners.
  - Present relatable real world problems.
## 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>
<tr>
<td>Assistive Technology</td>
<td>Tests/Quizzes/Grading</td>
<td>Behavior/Attention</td>
<td>Organization</td>
</tr>
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<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• TV &amp; videos</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td></td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>
# 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

## English Language Arts
- Close reading of professional culinary related content. (NJSLSA.R1)
- Write professional level food review. (NJSLSA.W2)

## Social Studies
- Research the history of the restaurant industry. (6.1.12)
- Research the social impact and economic impact of the food industry. (6.3.12)

## World Language
- Translate restaurant industry-content (7.1.ILA)
- Create a translated index of culinary industry vocabulary (7.1.ILA)

## Math
- Calculate how a restaurant money within the commercial industry. (N.Q.A.1)
- Use proportions to understand recipe scaling. (N.Q.A.2)

## Fine & Performing Arts
- Compare graphics used in menus and food blogs. (1.2.12)
- Critique design food blogs. (1.4.12)

## Science
- Research latest developments in the culinary industry technology (HS-ETS1-4)
- Investigate applicable-careers in STEM fields within the culinary industry. (9.2.12)
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.

Key Ideas and Details:
• 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:

• 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:

• 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:

• 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.

Making Inferences & Justifying Conclusions:

• HSS.IC.B.6 Evaluate reports based on data.
### Course: Culinary Science III - Cuisine

**Unit:** IV – Cuisine: Developing Taste, Charcuterie & Final Review  
**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.


### Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Eating vs. Tasting. Learn and differentiate between eating and tasting and the five basic tastes.</th>
<th>Can you tell me what the difference between eating and tasting is? What are the 5 basic tastes?</th>
</tr>
</thead>
</table>

### Essential Questions

- Can you tell me what the difference between eating and tasting is?
- What are the 5 basic tastes?

### Skills & Indicators

- Recognize and explain the difference between eating and tasting.
- Recall the 5 basic tastes.
- Recognize the umami flavor.

### Sample Activities

- 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.
- Have student try bitter foods.
- Have students try salty

### Resources

- **Student Information (Teacher use)**  

- **Student Information (Teacher use)**  

- **Student Information (Teacher use)**  
  [http://cst.ufl.edu/taste-vs-flavor-whats-the-](http://cst.ufl.edu/taste-vs-flavor-whats-the-)

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<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
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</thead>
<tbody>
<tr>
<td>Taste physiology. Discover and recognize parts of the body that have to do with tastes and compare it to taste psychology. <strong>NJSLS</strong>: 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; RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C, IC.B.6</td>
<td>What is taste physiology? Which affects a taste more, psychology or physiology?</td>
<td>• 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 hearing can affect our taste.</td>
<td>Breakdown a whole chicken, bake all of the parts and discuss the different tastes and textures. Bake different types of pork cuts and discuss the tastes and flavors. Bake different cuts of beef, discuss and describe the differences in taste and in texture.</td>
<td>difference.html</td>
</tr>
<tr>
<td><strong>Teacher Use</strong></td>
<td><strong>Teacher Use</strong></td>
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<td><strong>Student Information</strong></td>
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<td><em><a href="http://www.cogsci.ucsd.edu/~ksweeney/pdfs/8eve.pdf">http://www.cogsci.ucsd.edu/~ksweeney/pdfs/8eve.pdf</a></em></td>
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</table>
| Learn and recognize the different factors that affect taste (physical and mental) | What factors affect taste the most? What factors affect taste the least? | • Recognize the physical features and factors that affect taste (age, illness, etc.) • Recognize the subjective factors that affect taste. | Have students create a menu that includes all 5 tastes. Cook a chicken 5 times. Each time with a different taste bud flavor. Discuss how the flavor can be modified with the different flavors. | Teacher Use  
http://www.vivo.colostate.edu/hbooks/pathphys/digestion/pregastric/taste.html  
Teacher Use  
The Culinary Professional (by John Diaz)  
Teacher Use  
Culinary Essentials (Johnson & Wales)  
Student Information  
http://www.popsci.com/article/science/7-things-affecting-your-sense-taste  
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<tr>
<td>Sense of smell and sense of touch</td>
<td>How does the sense of smell affect how we taste different foods?</td>
<td>Recognize parts of the body that are used by the sense of smell and</td>
<td>Students will smell raw proteins for freshness. Make a soup or sauce</td>
<td>Student Information (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> Student Information <a href="http://healthyeating.sfgate.com/four-things-can-affect-food-choices-3699.html">http://healthyeating.sfgate.com/four-things-can-affect-food-choices-3699.html</a> Teacher Use The Culinary Professional (by John Diaz) Teacher Use Culinary Essentials (Johnson &amp; Wales) Student Activity <a href="http://healthykidseatingtips.com/wp-content/uploads/2011/01/">http://healthykidseatingtips.com/wp-content/uploads/2011/01/</a></td>
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<tr>
<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 background can impact comfort foods.</td>
<td><a href="http://www.forbes.com/sites/lisamogensen/2011/08/31/chefs-redefine-comfort-foods/#8bd98064e64c">http://www.forbes.com/sites/lisamogensen/2011/08/31/chefs-redefine-comfort-foods/#8bd98064e64c</a></td>
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</tr>
<tr>
<td>Taste Combinations. Learn different taste combinations and differentiate them from</td>
<td>Is it easy to come up with new dishes?</td>
<td>• Uses senses (different aromas, tastes and textures) to break down a new</td>
<td>Have students make a daily menu using only one taste combination.</td>
<td>Student Information <a href="http://www.preparedfoods.com/articles/114069-ethnic-comfort-foods">http://www.preparedfoods.com/articles/114069-ethnic-comfort-foods</a></td>
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<td>Teacher Use <em>The Culinary Professional</em> (by John Diaz)</td>
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<td>Teacher Use <em>Culinary Essentials</em> (Johnson &amp; Wales)</td>
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| different combinations. **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.6; 9.3.HT-RFB.7; 9.3.HT-RFB.8; 9.3.HT-RFB.10; RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C, IC.B.6 | Can you breakdown a food into its various tastes? | 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) | 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. | fun-in-food  
**Student Information**  
**Student Information**  
**Student Information**  
**Teacher Use**  
The Culinary Professional (by John
<table>
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<tr>
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</thead>
</table>
| Introduction to charcuterie. Recall the definition, where it was introduced and when was it first founded. Also, recognize examples of types of charcuteries. **NJSLS:** 9.3.HT-RFB.4; 9.3.HT-RFB.7; 9.3.HT-RFB.10 RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C | What is charcuterie? Where did charcuterie first start? What year? Is there any charcuterie that you’d like to try and prepare? | • Recall the origins of charcuterie. • Recall the history of charcuterie. • Recognize examples of different charcuterie items (paté, sausages, rilletes,) | Present student with different types of charcuterie and have students identify them. Have student taste different types of charcuterie. Internet research on charcuterie and different types of charcuterie. | Diaz)  
**Teacher Use Culinary Essentials (Johnson & Wales)**  
**Student Information**  
[http://www.charcuterie.style.com/#!charcuterie-history/c15yx](http://www.charcuterie.style.com/#!charcuterie-history/c15yx)  
**Student Information**  
**Student Information**  
**Student Information (Teacher use)**  
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
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<tbody>
<tr>
<td><strong>Introduction to equipment and basic usage of equipment. Learn and recognize the types of meats used in charcuterie.</strong>&lt;br&gt; <strong>NJSL: 9.3.HT-RFB.2; 9.3.HT-RFB.4; 9.3.HT-RFB.7; 9.3.HT-RFB.8; 9.3.HT-RFB.10</strong>&lt;br&gt; <strong>RL.11-12.1, RL.11-12.7, SL.11-12.1.B, L.11-12.4.C</strong></td>
<td>Do you know the equipment we need to use with charcuterie?&lt;br&gt; What proteins can we use in charcuterie?&lt;br&gt; Why do meat grinder parts have to be chilled before using?</td>
<td>• Learn and recognize the basic equipment used in charcuterie.&lt;br&gt; • Recall the types of meats that can be used in charcuterie and examples of each.&lt;br&gt; • Recall the parts of a meat grinder.&lt;br&gt; • Execute basic setup, usage and breakdown of charcuterie equipment.&lt;br&gt; • Review safety and sanitation procedures when working with</td>
<td>Students will practice using the meat grinder with different proteins.&lt;br&gt; When using the different equipment students will review safety and sanitation and enumerate the procedures to do before, during and after using charcuterie equipment.&lt;br&gt; Internet research on the different types of meats that can be used and have students select the one they’ve never eaten</td>
<td><strong>Student Information</strong>&lt;br&gt; <a href="http://www.dartagnan.com/how-to-make-a-charcuterie-plate.html">http://www.dartagnan.com/how-to-make-a-charcuterie-plate.html</a> <strong>Teacher Use</strong>&lt;br&gt; <em>The Art of Charcuterie</em>&lt;br&gt; (by John Kowalski and the Culinary Institute of America) <strong>Student Information</strong>&lt;br&gt; <a href="http://blog.foodnetwork.com/fn-dish/2016/03/3-of-a-kind-seafood-charcuterie/">http://blog.foodnetwork.com/fn-dish/2016/03/3-of-a-kind-seafood-charcuterie/</a> <strong>Student Information</strong>&lt;br&gt; <a href="http://curedmeats.blogspot.com/2007/07/key-equipment-piece-3-curing-chamber.html">http://curedmeats.blogspot.com/2007/07/key-equipment-piece-3-curing-chamber.html</a> <strong>Student Information/Activity</strong>&lt;br&gt; <a href="https://essexresort.wordpress.com/2010/09/10/charcuterie-101-tarragon-chicken-pistachio-pate-en-croute/">https://essexresort.wordpress.com/2010/09/10/charcuterie-101-tarragon-chicken-pistachio-pate-en-croute/</a></td>
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<tr>
<td>List and discuss</td>
<td>What are the basic</td>
<td>• Recognize different</td>
<td>Present students with</td>
<td>Student Information</td>
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</table>

-raw proteins.

- before and that they'd like to try.

**Student Information**

- [https://www.youtube.com/watch?v=SRun3aMtlCY](https://www.youtube.com/watch?v=SRun3aMtlCY)

**Teacher Use**

*The Art of Charcuterie* (by John Kowalski and the Culinary Institute of America)
<table>
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<td>commonly used herbs and spices that can be used to flavor meats. Differentiate spices that are better suited for different proteins. Introduction of different condiments (other than basic everyday condiments) and how they can be made. <strong>NJSL</strong>: 9.3.HT-RFB.2; 9.3.HT-RFB.4; 9.3.HT-RFB.7; 9.3.HT-RFB.8; 9.3.HT-RFB.10</td>
<td>condiments that we use for meats? What sauce would you use to flavor ground beef? What condiments do you use on your cooked meats?</td>
<td>spices and herbs used for flavoring proteins. • Recall flavor combinations that are typically used for specific proteins. • Recall chemical ingredients. • Recall different types of condiments used in charcuterie (cold sauces, contemporary sauces)</td>
<td>different herbs and spices and have students identify them. Internet research on flavor combinations for different types of proteins. Research different condiments that can be used. Research the use of chemical ingredients in charcuterie and list benefits and hazards.</td>
<td><a href="http://www.spicesinc.com/p-510-what-spices-go-with-what-meat.aspx">http://www.spicesinc.com/p-510-what-spices-go-with-what-meat.aspx</a></td>
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<tr>
<td><strong>Introduction to curing, brining and smoking.</strong> Recall ingredients used for curing and brining (salt, sugar, nitrates, seasonings, marinades). Recognize common types of cured meats. Recall the two types of smoking methods (cold smoking, hot smoking). Learn the best type of wood for smoking different proteins.</td>
<td><strong>What is the difference between curing and brining?</strong>&lt;br&gt;Do we have the necessary equipment to smoke proteins? If yes, which ones are they?&lt;br&gt;Can you give me examples of different marinades?</td>
<td>• Ability to differentiate between curing and brining.&lt;br&gt;• Recall different ingredients used for curing and brining.&lt;br&gt;• Recognize common types of cured meats.&lt;br&gt;• Recall two types of smoking methods.&lt;br&gt;• Learn the best wood for smoking for each protein.&lt;br&gt;• Utilize the correct equipment for the different processes.&lt;br&gt;• Review safety and sanitation procedures when dealing with raw proteins.</td>
<td>Have student take a piece of meat and cure it.&lt;br&gt;Have student practice brining meat.&lt;br&gt;Utilize the smoker to smoke different meats, compare and discuss the differences of each protein.</td>
<td><strong>Teacher Use</strong>&lt;br&gt;<em>The Art of Charcuterie</em>&lt;br&gt;(by John Kowalski and the Culinary Institute of America)</td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3.HT-RFB.1; 9.3.HT-RFB.2; 9.3.HT-RFB.4; 9.3.HT-RFB.7; 9.3.HT-RFB.8; 9.3.HT-RFB.10&lt;br&gt;RL.11-12.1, RL.11-12.7,</td>
<td></td>
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<td><strong>Student Information</strong>&lt;br&gt;<a href="http://www.wikihow.com/Cure-Meat">http://www.wikihow.com/Cure-Meat</a></td>
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<td><strong>Student Information</strong>&lt;br&gt;<a href="http://nchfp.uga.edu/publications/nchfp/lit_rev/cure_smoke_cure.html">http://nchfp.uga.edu/publications/nchfp/lit_rev/cure_smoke_cure.html</a></td>
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<td><strong>Student Activity (2 of 2)</strong>&lt;br&gt;<a href="https://quizlet.com/2320141/curing-smoking-pickling-brining-flash-cards/">https://quizlet.com/2320141/curing-smoking-pickling-brining-flash-cards/</a></td>
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**Introduction to sausage making.** Recall different types of sausage. Recall types of casings. Execute basic sausage making techniques.

**Essential Questions**

- What equipment do we need to make sausages?
- How many types of sausages can you name? How many have you tried?

**Skills & Indicators**

- Recall different sausage ingredients (meat, fat, water, salt, seasonings, sweeteners, etc)
- Recall different types of sausage (fresh, dry, smoked)

**Sample Activities**

- Research different types of sausages and discuss which one students would like to try and make.
- Research the different types of smoking wood available.

**Resources**

- [The Art of Charcuterie](https://www.amazon.com/Art-Charcuterie-John-Kowalski/dp/1613833650) (by John Kowalski and the Culinary Institute of America)
<table>
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<th>Sample Activities</th>
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</tr>
</thead>
</table>
- Recall different types of sausage casings.  
- Utilize proper equipment for sausage making (grinder and stuffer)  
- Recall and execute proper safety and sanitation procedures throughout the sausage making process. | types of casing for sausages and which is better for our use.  
Download recipes from the internet for different sausage making.  
Make sausages from different types of protein (beef, pork, chicken, etc.) | **Student Information**  
**Student Information**  
http://www.meatscience.org/students/meat-judging-program/meat-judging-news/article/2015/07/24/what-are-the-types-of-sausage-casings  
**Teacher Use**  
The Art of Charcuterie (by John Kowalski and the Culinary Institute of America) |
| Preparation for final exam. Review information (theory and practical) | Do you remember how to cost out a recipe?  
What are the front of the house positions that you practiced throughout the | Recall costing techniques.  
Recall and execute daily POS procedures.  
Evaluate menu planning skills. | Have student review how to work the POS system.  
Review how to cost out items and recipes.  
Review how to create a | **Student Activity**  
https://quizlet.com/20565562/charcuterie-flash-cards/  
**Student Activity**  
https://quizlet.com/22641 |
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</table>
| RFB.4; 9.3-HT-RFB.7; 9.3-HT-RFB.8; 9.3-HT-RFB.10 | What are the 5 basic tastes? | • Recall the importance of knowing what affects taste.  
• Review sausage making equipment and procedures.  
• Review how to prepare breakfast cookery. | profit and loss statement.  
Review the procedure for making sausages.  
Prepare breakfast items using learned methods.  
Prepare lunch for the Café and special catering events.  
Practice setting up and breaking down a buffet line. | 08/front-of-the-house-vocabulary-flash-cards/  
Teacher Use *The Culinary Professional* (by John Diaz)  
Teacher Use *Culinary Essentials* (Johnson & Wales)  
Teacher Use *The Art of Charcuterie* (by John Kowalski and... |
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<td></td>
<td>the Culinary Institute of America</td>
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</tbody>
</table>
## Unit Vocabulary

<table>
<thead>
<tr>
<th>Acetic acid</th>
<th>Mace</th>
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<tbody>
<tr>
<td>Acid</td>
<td>Malic acid</td>
</tr>
<tr>
<td>Bitter</td>
<td>Marjoram</td>
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<tr>
<td>Bratwurst</td>
<td>Meat grinder</td>
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<tr>
<td>Brine tub</td>
<td>Mortar &amp; pestle</td>
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<tr>
<td>Brining</td>
<td>Nitrites</td>
</tr>
<tr>
<td>Casing</td>
<td>Offal</td>
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<tr>
<td>Casing clips</td>
<td>Olfaction</td>
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<tr>
<td>Charcuterie</td>
<td>Papillae</td>
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<td>Charcutier</td>
<td>Paté</td>
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<tr>
<td>Chutney</td>
<td>Pellicle</td>
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<td>Citric acid</td>
<td>Pickling spice</td>
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<td>Comfort food</td>
<td>Piquant</td>
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<td>Compote</td>
<td>Retronasal pathway</td>
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<tr>
<td>Coulis</td>
<td>Rilletes</td>
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<tr>
<td>Curing</td>
<td>Salty</td>
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<tr>
<td>Dextrose</td>
<td>Sausage stuffer</td>
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<tr>
<td>Die</td>
<td>Smoking</td>
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<tr>
<td>Eating</td>
<td>Sweet</td>
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<td>Emulsion</td>
<td>Tarragon</td>
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<td>Grinder housing</td>
<td>Smokehouse</td>
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<tr>
<td>Gustation</td>
<td>Taste combination</td>
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<td>Hog rings</td>
<td>Taste perception</td>
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<td>Lactic acid</td>
<td>Texture</td>
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<td>Tasting</td>
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<td>Umami</td>
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<td>Worm</td>
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</table>
**Suggested Unit Projects**
*Choose At Least One*

<table>
<thead>
<tr>
<th>Take a field trip to the Food Bank of New Jersey and assist them.</th>
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<tbody>
<tr>
<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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</table>

**Certification Exams**

<table>
<thead>
<tr>
<th>ServSafe: Food Handler</th>
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<tbody>
<tr>
<td>TIPS (Training for Alcohol Intervention Procedures)</td>
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</tbody>
</table>

**Suggested Structured Learning Experiences**

| Culinary Institute of America  
1946 Campus Drive  
Hyde Park, NY 12538 |
|----------------------|
| Community Food Bank of New Jersey  
31 Evans Terminal Rd,  
Hillside, NJ 07205 |
| IHOP  
301 Main Street #180  
Paterson, NJ 07505 |
| Passaic County Community College  
1 College Boulevard  
Paterson, NJ 07505 |