

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCES DEPARTMENT
CULINARY II CURRICULUM
Culinary II Curriculum Guide

Pacing Guide:

Culinary II is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Unit 1 – Safety & Sanitation. 10 class periods + ongoing + assessment

Unit 2 – Recipe Conversion & Planning. 6 class periods + ongoing- + assessment

Unit 3 – Latin America & Caribbean. 16 class periods - + assessment

Unit 4 – Europe – 6 regions. 55 class periods - + assessment

Unit 5 – Mediterranean. 16 class periods + -assessment

Unit 6 – Middle East. 12 class periods - + assessment

Unit 7 – Asia – 3 regions. 30 class periods - + assessment

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<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p>	<p>9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including education/training requirements, costs and possible debt. 9.1.12.A.6: Summarize the financial risks and benefits of entrepreneurship as a career choice. 9.1.12.A.8: Analyze different forms of currency and how currency is used to exchange goods and services.</p>
<p>9.2 Career Awareness</p>	<p>9.2.12.C.3: Identify transferable career skills and design alternate career plans. 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
<p>Technology Standards</p>	<p>8.1.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others. 8.1.E: Research and Information Fluency: Students apply digital tools to gather, evaluate and use information.</p>
<p>Career Ready Practices</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>

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<p>National Standards for FCS NASAFACS: Food Production and Services</p>	<p>8.1 Analyze career paths within the food production and food services industries. 8.2 Demonstrate food safety and sanitation procedures 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p>
<p>Food Science, Dietetics, and Nutrition</p>	<p>9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. 9.2 Apply risk management procedures to food safety, food testing, and sanitation 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans 9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences. 9.5 Demonstrate use of science and technology advancements in food product development and marketing. 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.</p>
<p>Hospitality, Tourism, and Recreation</p>	<p>10.1 Analyze career paths within the hospitality, tourism and recreation industries. 10.2 Demonstrate procedures applied to safety, security, and environmental issues.</p>
<p>Interpersonal Relationships</p>	<p>13.3 Demonstrate communication skills that contribute to positive relationships. 13.4 Evaluate effective conflict prevention and management techniques. 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>
<p>Nutrition and Wellness</p>	<p>14.1 Analyze factors that influence nutrition and wellness across the lifespan. 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. 14.4 Evaluate factors that affect food safety from production through consumption. 14.5 Evaluate the influence of science and technology on food, nutrition, and wellness</p>

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Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Utilize advanced materials and resources to meet the needs of student • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Higher Level decision making • Advanced discussion techniques • Collaborate with teacher and fellow classmates to determine labs to achieve the learning goals. 	<p>Modifications for the Classroom</p> <ul style="list-style-type: none"> • Internet bilingual dictionaries during class and during assignments • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessment • Hands on demonstration of expected outcome • Collaboration between ESL and classroom teachers • Pair novice ELL students with advanced ELL students <p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Extended time to complete homework • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries • Provide student with clearly stated and written expectations and grading criteria for homework 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • In-Class-Support • Provide study guides • Extended time on assessments • Research guide • Model skills/techniques • Repetitive hands on demonstrations • Assign peer helper in class • Pair visual prompts with verbal presentation • Provide verbal reminder of assignments • Preferential seating <p>Modifications for Homework</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments as needed by student 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in –house strategies for teachers • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Place in a higher level group for peer assistance and modeling • Preferential seating as noted by student and teacher • Repetition and practice • Provide copy of class notes • Provide verbal reminder of assignment • Assist with technology, textbook online for work at home

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	<p>Modification for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries <p>Resources</p> <p>WIDA Standards</p> <ul style="list-style-type: none"> • Standard 1: Social and Instructional Language • Standard 2: The language of Language Arts • Standard 3: The language of Mathematics • Standard 4: The language of Science • Standard 5: The language of Social Studies 	<p>Modification for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Permit retake for failing grade • Restate and clarify directions and questions • Provide study guides for classroom tests • Provide self-contained teacher with test or question bank for appropriate modifications 	<p>Modifications for Homework</p> <ul style="list-style-type: none"> • Extended time to complete homework • Simplify complicated assignments into smaller units in phases as needed by student <p>Modification for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Permit retake for failing grade • Provide self-contained teacher with test or question bank for appropriate modifications
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CONTENT: Unit 1			
Theme: Safety & Sanitation			
Essential Questions: Why is cleanliness and good personal hygiene important when working with food? What is foodborne illness and how can it be prevented?		What are the most common kitchen accidents and how can they be avoided? How can hazards in the kitchen be resolved? What are food allergens and what are the symptoms of an allergic reaction to foods?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Proper dress and hygiene for cooking. • Sanitation in the kitchen – importance and procedures • Food contamination - types, sources, prevention • Foodborne illness - strains, sources, symptoms, at risk populations, prevention. • Kitchen safety – types of accidents, why they occur, how to avoid, prevent, resolve • Food Allergies 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Prepare and maintain a safe, sanitary kitchen workspace. • Identify risk factors for foodborne illness. • Evaluate behaviors and procedures for safety. • Handle knives properly. • Perform the Heimlich maneuver. • Use a fire extinguisher correctly. • Use thermometers to measure safe food temperatures • Put out a grease fire efficiently. • Avoid and recognize an allergic reaction to food. • Research different careers in hospitality. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Individual skill demonstration • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Section quizzes • Partnered projects • Benchmark assessments • Final exam 	Standards (NJSLs): 2.1.4-12.C.2, 2.1.4-12.D.1,4, 6.1.12.C.5, 6.1.12.B-D.16, 6.2.12.B-D.1 6.2.12.C-D.3, 6.2.12.B.5, 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4., RST.11-12.7, WHST11-12.9.,WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1 CRP 1-12 NASAFACS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5
			Pacing Guide/Time Frame: 10 class periods + ongoing + assessment
			Materials: Largen, V., (2002). <i>The Guide to Good Food</i> . Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Internet Resources, Calculators, white board, Videos, DVDs, Teacher prepared materials

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CONTENT: Unit 2			
Theme: Recipe conversion & planning			
Essential Questions: How can a recipe be modified to change the number of servings? How are equivalent measures simplified? What are the abbreviations used in recipes and what do they mean? How are dry, liquid and moist/fats ingredients measured accurately?		What are the concepts of “mise en place” and dovetailing as related to food preparation? How is a cooking lab completed equally by members of a group? What are the ways and terms used to evaluate the success of a food product, a lab? What career options exist in the Hospitality industry?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Mathematical conversion of recipes to change quantity using decimals and fractions. • Equivalent measures and simplification • Measurement and food related abbreviations • The planning and execution of cooperative group work. • Organization and time management techniques in task completion. • Terms and sensory methods used to evaluate foods. • Career possibilities in the hospitality industry 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Recognize the quality of a written recipe. • Increase or reduce the number of servings for a recipe. • Accurately measure all types of ingredients. • Understand abbreviations in a recipe. • Plan the functions and responsibilities of each group member toward a successful outcome • Organize kitchen group and work together as a cohesive unit. • Evaluate and critique foods. • Analyze and self-evaluate group performance. • Research different careers in food, beverage and travel. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Individual skill demonstration • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Section quizzes • Partnered projects • Benchmark Assessments • Final exam 	Standards (NJSL): 2.1.P-12.B.1, 2.1.12.B.2, , 2.1.4-12.C.2, 2.1.4-12.D.1,4 , 6.1.12.C.5, 6.1.12.B-D.16., 6.2.12.B-D.1., 6.2.12.C-D.3, . 6.2.12.B.5, 7.1.NM.B.,7.1.NH.B. 7.1.IL.B, RST.11-12.3, RST.11-12.4., RST.11-12.7, WHST11-12.9.,WHST.11-12.7, NJLSA.SL1., HS-PS3, HS-PS1 ,HS-LS1 CRP 1-12 NASAFACS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5 Pacing Chart/ Time Frame: 6 class periods + ongoing + assessment Materials: Largen, V., (2002). <i>The Guide to Good Food</i> . Tinley Park, Illinois: Goodheart Wilcox Co Food, cookware, knives & appliances, Cookbooks, Maps, Internet Resources, Calculators, white board, Videos, DVDs, Teacher prepared materials

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CONTENT: Unit 3			
Theme: International Cuisine: Latin America & The Caribbean			
Essential Questions: What countries are included in Latin America? What are the commonalities that group the countries of Latin America together? Which Caribbean islands have the most unique foods and preparation? How does geography and climate affect each traditional cuisine?		What are the signature ingredients of these regions and how are they used? What cooking methods are primarily used? How has the history of this region affected its food & culture? What role does food play in traditional celebrations of these regions?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The location and geography of the countries that comprise Latin America and the Caribbean. The indigenous foods to these regions. Traditional celebrations of the areas. Methods of cooking used in these regions. Geography, history, economic and religious influences upon these regions. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Find and identify the countries in Latin America and the Caribbean on a map. Recognize staple food items in these regions. Cook using methods and ingredients traditionally prepared in these regions. Connect the influence these foods have had on American culture. Understand how history, geography, economics and religion of these areas has shaped its culture, food choices and cooking methods. Build upon basic cooking skills such as knife and small equipment use. Further develop planning, time management and evaluation skills. Strengthen the skills of recipe conversion and accurate measurement. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> Cooking lab participation Preparation of Time-Work schedules Written food & lab evaluations Individual skill demonstration Group activities Graded written classwork Maintenance of notebook Submission of pertinent current events Section quizzes Partnered projects Benchmark Assessments Final exam 	Standards (NJLSL): 9.2.12.C.3, 9.2.12.C.5, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 6.1.12.C.5, 6.1.12.B-D.16., 6.2.12.B-D.1., 6.2.12.C-D.3, 6.2.12.B.5, 7.1.NM.B.,7.1.NH.B. 7.1.IL.B, RST.11-12.3, RST.11-12.4 RST.11-12.7, WHST11-12.9.,WHST.11-12.7, NJLSA.SL1.HS-PS3, HS-PS1 ,HS-LS1 CRP 1-12 NASAFACS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5 Pacing Chart/ Time Frame: 16 class periods + assessment Materials: Largen, V., (2002). <i>The Guide to Good Food</i> . Tinley Park, Illinois: Goodheart Wilcox Co. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials

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CONTENT: Unit 4			
Theme: International Cuisine: Europe			
Essential Questions: What countries are included in Europe? Which European countries have the most unique foods and preparation? How does geography and climate affect each traditional cuisine?		What are the signature ingredients of these regions and how are they used? What cooking methods are primarily used? How has the history of these countries affected its food & culture? What role does food play in traditional celebrations of these countries/regions?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The countries that comprise the regions of Europe, their location and geography. The indigenous foods to these regions. Traditional celebrations of the areas/countries. Methods of cooking used in these regions. Geography, history, economic and religious influences upon these regions. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Find and identify the countries in Europe on a map. Recognize staple food items in these regions/countries. Cook using methods and ingredients traditionally prepared in these regions/countries to include The British Isles, France & Belgium, Germany & Switzerland, Scandinavia, Eastern Europe and Iberia Connect the influence these foods have had on American culture. Understand how history, geography, economics and religion of these areas has shaped its culture, food choices and cooking methods. Build upon basic cooking skills such as knife and small equipment use. Further develop planning, time management and evaluation skills. Strengthen the skills of recipe conversion and accurate measurement. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> Cooking lab participation Preparation of Time-Work schedules Written food & lab evaluations Individual skill demonstration Group activities Graded written classwork Maintenance of notebook Submission of pertinent current events Section quizzes Partnered projects Benchmark Assessments Final exam 	Standards (NJSLs): 9.2.12.C.3, 9.2.12.C.5, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 6.1.12.C.5, 6.1.12.B-D.16., 6.2.12.B-D.1., 6.2.12.C-D.3, 6.2.12.B.5, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.3, RST.11-12.4, RST.11-12.7 WHST11-12.9.,WHST.11-12.7, NJLSA.SL1., HS-PS3, HS-PS1 ,HS-LS1 CRP 1-12 NASAFACS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5
		Pacing Chart/ Time Frame: 55 class periods + assessment	
		Materials: Largen, V., (2002). <i>The Guide to Good Food</i> . Tinley Park, Illinois: Goodheart Wilcox Co Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials	

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CONTENT: Unit 5			
Theme: International Cuisine: Mediterranean			
Essential Questions: What countries are considered to be Mediterranean? Which Mediterranean countries have the most unique foods and preparation? How does geography and climate affect each traditional cuisine? What are the signature ingredients of this region and how are they used?		Why is Mediterranean cuisine considered to be one of the most “heart healthy” ways to eat? What cooking methods are primarily used? How has the history of these countries affected its food & culture? What role does food play in traditional celebrations of these countries/regions?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards (NJSLs): 9.2.12.C.3, 9.2.12.C.5, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.4-12.C.2, 2.1.4-12.D.1,4 , 6.1.12.C.5, 6.1.12.B-D.16., 6.2.12.B-D.1., 6.2.12.C-D.3, . 6.2.12.B.5, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7 WHST11-12.9.,WHST.11-12.7, NJLSA.SL1. HS-PS3, HS-PS1 ,HS-LS1 CRP 1-12 NASAFACS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5
<ul style="list-style-type: none"> • The location and geography of the Mediterranean countries • The indigenous foods to these regions. • Traditional celebrations of the area. • Methods of cooking used in this region. • Geography, history, economic and religious influences upon these regions. 	<ul style="list-style-type: none"> • Find and identify the countries of the Mediterranean region. • Recognize staple food items in this region and these countries. • Cook using methods and ingredients traditionally prepared in the countries of Italy, Greece and Turkey. • Differentiate the 2 distinct cuisines of Turkey. • Connect the influence these foods have had on American culture. • Understand how history, geography, economics and religion of these areas has shaped its culture, food choices and cooking methods. • Build upon basic cooking skills such as knife and small equipment use. • Further develop planning, time management and evaluation skills. • Strengthen the skills of recipe conversion and accurate measurement. 	<ul style="list-style-type: none"> • Cooking lab participation • Preparation of Time-Work schedules • Written food & lab evaluations • Individual skill demonstration • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Section quizzes • Partnered projects • Benchmark Assessments • Final exam 	Pacing Chart/ Time Frame: 16 class periods +assessment
			Materials: Largen, V., (2002). <i>The Guide to Good Food</i> . Tinley Park, Illinois: Goodheart Wilcox Co. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials

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CONTENT: Unit 6			
Theme: International Cuisine: Middle East			
Essential Questions: What countries are considered to be in the Middle East? Which countries of this region have the most unique foods and preparation? How does geography and climate affect each traditional cuisine? How have religious dietary laws shaped cuisine in this area of the world?		What are the signature ingredients of these regions and how are they used? What cooking methods are primarily used? How has the history of this region affected its food & culture? What role does food play in traditional celebrations of these countries/region?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards (NJSLs):
<ul style="list-style-type: none"> The location and geography of the countries of the Middle Eastern region of the world. The difference in culture and customs between Israel and the Persian Gulf countries. The indigenous foods to this region. Traditional celebrations of the different countries in this area. Methods of cooking used in this region. Geography, history, economic and religious influences upon these countries. 	<ul style="list-style-type: none"> Find and identify the countries of the Middle East on a map. Recognize staple food items in this region. Cook using methods and ingredients traditionally prepared in this region and Israel. Connect the influence these foods have had on American culture. Understand how history, geography, economics and religion of these areas has shaped its culture, food choices and cooking methods. Build upon basic cooking skills such as knife and small equipment use. Further develop planning, time management and evaluation skills. Strengthen the skills of recipe conversion and accurate measurement. 	<ul style="list-style-type: none"> Cooking lab participation Preparation of Time-Work schedules Written food & lab evaluations Individual skill demonstration Group activities Graded written classwork Maintenance of notebook Submission of pertinent current events Section quizzes Partnered projects Benchmark Assessments Final exam 	9.2.12.C.3, 9.2.12.C.5, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.4-12.C.2, 2.1.4-12.D.1,4 , 6.1.12.C.5, 6.1.12.B-D.16., 6.2.12.B-D.1., 6.2.12.C-D.3, . 6.2.12.B.5, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.3, RST.11-12.4., RST.11-12.7, WHST11-12.9.,WHST.11-12.7, NJLSA.SL1., HS-PS3, HS-PS1 ,HS-LS1 CRP 1-12 NASAFACS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5
			Pacing Chart/ Time Frame: 12 class periods + assessment
			Materials: Largen, V., (2002). <i>The Guide to Good Food</i> . Tinley Park, Illinois: Goodheart Wilcox Co. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials

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CONTENT: Unit 7			
Theme: International Cuisine: Asia			
Essential Questions: What countries are included in the regions of Asia? Which Asian countries have the most unique foods and preparation? How does geography and climate affect each traditional cuisine? How have religious dietary laws shaped cuisine in this area of the world?		What are the signature ingredients of these regions and how are they used? Why is there such a wide range of cooking methods and ingredients in Asia? What cooking methods, equipment and utensils are unique to this region of the world? How has the history of these countries affected its food & culture? What role does food play in traditional celebrations of these countries/regions?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards (NJSLs):
<ul style="list-style-type: none"> The countries that comprise the regions of Asia to include, Japan & Korea, China, Southeast Asia and India, their location and geography. The indigenous foods to these regions/countries. Traditional celebrations of the areas. Methods of cooking used in these regions/countries. Geography, history, economic and religious influences upon these regions. 	<ul style="list-style-type: none"> Find and identify the countries of the regions of Asia on a map. Recognize staple food items in these regions/countries. Cook using methods and ingredients traditionally prepared in these regions/countries. Connect the influence these foods have had on American culture. Understand how history, geography, economics and religion of these areas has shaped its culture, food choices and cooking methods. Build upon basic cooking skills such as knife and small equipment use. Further develop planning, time management and evaluation skills. Strengthen the skills of recipe conversion and accurate measurement. 	<ul style="list-style-type: none"> Cooking lab participation Preparation of Time-Work schedules Written food & lab evaluations Individual skill demonstration Group activities Graded written classwork Maintenance of notebook Submission of pertinent current events Section quizzes Partnered projects Benchmark Assessments Final exam 	9.2.12.C.3, 9.2.12.C.5, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.4-12.C.2, 2.1.4-12.D.1,4 , 6.1.12.C.5, 6.1.12.B-D.16., 6.2.12.B-D.1., 6.2.12.C-D.3, 6.2.12.B.5 7.1.NM.B.,7.1.NH.B. 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7 WHST11-12.9.,WHST.11-12.7, NJLSA.SL1 HS-PS3, HS-PS1 ,HS-LS1 CRP 1-12 NASAFACS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3, 14.4, 14.5
			Pacing Chart/ Time Frame: 30 class periods + assessments
			Materials: Largen, V., (2002). <i>The Guide to Good Food</i> . Tinley Park, Illinois: Goodheart Wilcox Co. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials