

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

Pacing Guide:

Culinary I 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 – How Food Affects Life/Food Choices. 6 class periods + assessment

Unit 2 – Safety & Sanitation. 12 class periods + ongoing+ assessment

Unit 3 – Recipe Conversion & Planning. 7 class periods + ongoing+ assessment

Unit 4 – Breakfast 18 class periods + assessment

Unit 5 – Eggs 21 class periods + assessment

Unit 6 – Dairy 20 class periods + assessment

Unit 7 – Grains 16 class periods + assessment

Unit 8 – Sugars/Fats/Oils 16 class periods + assessment

Unit 9 – Proteins 12 class periods + assessment

Unit 10 – Fruits & Vegetables 12 class periods + assessment

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<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness</p> <p>Technology Standards:</p> <p>Career Ready Practices</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.</p> <p>9.1.12.A.6: Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.2.12.C.3: Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education.</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.</p> <p>8.1.E: Research and Information Fluency: Students apply digital tools to gather, evaluate and use information.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills. .</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>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. 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>Interpersonal Relationships</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.</p>
<p>Nutrition and Wellness</p>	<p>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 	<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>Modification for Assessments</p>	<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 <p>Modifications for Homework</p> <ul style="list-style-type: none"> • Extended time to complete homework • Simplify complicated assignments

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	<p style="text-align: center;">grading criteria for homework</p> <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 	<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 style="text-align: center;">into smaller units in phases as needed by student</p> <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: How Food Affects Life/Food Choices			
Essential Questions: How did the search for food lead to the development of civilization? What are the cultural, social and psychological influences on food choices?		How does the media influence food choices? How does food relieve hunger and improve wellness? What factors affect the food supply?	
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 steps of the decision-making process. • A basic understanding of the process of digestion. • The concept of wellness. • The society, media economics and religion influence food choices • The different factors that account for stability/instability of the food supply. • The effect of technology on the food supply. • About careers as a food historian, food photographer, food technologist, agricultural scientist. 	<ul style="list-style-type: none"> • Explain how the search for food led to the development of civilization. • Use the steps of the decision-making process to make food choices. • Describe how food relieves hunger and improves wellness. • Outline cultural, social and psychological influences on food choices • List the factors that affect the food supply. 	<ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Section quizzes • Partnered projects • Final exam 	9.2.12.C.3, 9.2.12.C.4 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4 7.1.NM.B., 7.1.NH.B. 7.1.IJ.B, RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7 HS-PS3, HS-PS1 ,HS-LS1 CRP 1, 2, 4-12 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 + 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: 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>	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"> • 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 • About careers as a sanitarian, a safety inspector, a health inspector, a Servsafe instructor and a HACCP compliance officer. 	<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. 	<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 • Final exam 	9.2.12.C.3, 9.2.12.C.4 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.,3,4,7, WHST.11-12.9 , WHST.11-12.7 HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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
			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: 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. How to use myplate.gov in menu planning 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 Final exam 	Standards (NJSLs): 9.2.12.C.3, 9.2.12.C.4 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.,3,4,7, WHST.11-12.9 , WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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: 7 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: Breakfast			
Essential Questions: Why is eating breakfast important? Will skipping breakfast help with weight loss?		What are the components of a healthy breakfast? What foods are considered “breakfast” foods? How are quick, healthy breakfasts made?	
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.4, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.,3,4,7, WHST.11-12.9 , WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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 importance and benefits of eating breakfast. • The calorie requirements and components of a balanced and healthy breakfast. • How to prepare and cook a variety of breakfast foods, including those that are quick and portable. • Identify various kitchen utensils and small appliances and discuss their functions. • How to select and care for cooking and baking utensils. • Career options as a breakfast cook and institutional chef. 	<ul style="list-style-type: none"> • Build a balanced and healthy breakfast menu • Cook griddle breakfasts such as pancakes and French toast. • Cook hot cereals for breakfast. • Prepare portable foods that can be eaten for breakfast on-the-go. • Calculate the amount of calories each student should consume to start the day. • Recognize and safely use kitchen utensils and appliances. (whisks, electric mixers and griddles, etc.) • Properly select and care for cooking and baking utensils. • 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 • Final exam 	Pacing Chart/ Time Frame: 18 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: Eggs			
Essential Questions: What are indicators of high quality eggs? How nutritious are eggs?		How are eggs raised and processed? What are the uses for eggs in recipes? How are eggs properly stored?	
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.4 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7 HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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"> • How eggs are grown, processed and graded. • The difference between different types of eggs and what the labels signify. • The parts of an egg and their functions. • The many different ways eggs are used throughout cooking. • The nutritional quality and content of eggs. • The principles and methods for cooking eggs. • Procedures for safe cooking and storing of eggs and egg products. • Career options in the egg production industry. 	<ul style="list-style-type: none"> • Select good quality eggs when purchasing. • Understand the labels on egg cartons. • Use eggs as a source of protein in their diets. • Identify the parts of an egg, their uses and functions. • Incorporate eggs into nutritious diet with knowledge of their nutritional values. • Cook using eggs as a binding agent. • Use eggs as a leavening agent. • Use eggs as an emulsifier and thickener. • Safely cook and store eggs and egg products. • Use terminology associated with egg products and the related cooking methods. (ie; coagulate, separate) • Use egg substitutes appropriately. • 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 • Final exam 	<p>Pacing Chart/ Time Frame: 21 class periods + assessment</p> <p>Materials: Largen, V., (2002). <i>The Guide to Good Food</i>. Tinley Park, Illinois: Goodheart Wilcox Co</p> <p>Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials</p>

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CONTENT: Unit 6			
Theme: Dairy			
Essential Questions: How does milk get from the cow to the supermarket? Why and how is milk pasteurized? What is a cultured dairy product? Why are probiotics beneficial?		How was cheese discovered? How is it made? Are dairy products and cheese part of a healthy diet? What are the different forms of milk?	
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.4, , 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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 steps to prepare milk for sale, including pasteurization and homogenization. • The different forms of fluid milk and how they are used and stored. • Types of dairy products other than fluid (sour cream, yoghurt, ice cream) their uses, shelf-life and storage. • The history and uses of different types of cheese. • The process of making cheese. • The proper cooking methods for the different kinds of dairy products. • The nutrient contents of the varieties of dairy products. • To incorporate dairy products into a healthy diet. • The benefits of probiotics and how they work. • The cause and symptoms of lactose intolerance. • Career options as a USDA 	<ul style="list-style-type: none"> • Understand how milk is processed before getting to the grocery store. • Explain the reasons for pasteurization and the process. • Safely store and serve dairy products. • Prepare and cook foods using milk, cream, and other forms of fluid milk. • Prepare and cook foods using sour cream and/or yoghurt. • Prepare a non-churned form of ice cream. • Use terminology associated with dairy products and the related cooking methods. (ie; scorch) • Cook foods using cheese. • Use dairy foods in planning a nutritious menu. • Recognize the nutritional values of dairy foods. • Build upon basic cooking skills such as knife and small 	<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 • Final exam 	Pacing Chart/ Time Frame: 20 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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inspector, dairy farmer & quality control professional.	equipment use. <ul style="list-style-type: none"> • Further develop planning, time management and evaluation skills. • Strengthen the skills of recipe conversion and accurate measurement. 		
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CONTENT: Unit 7			
Theme: Grains			
Essential Questions: What are whole grains? What is the difference between simple and complex carbohydrates? Are carbohydrates fattening/bad for you? Explain gluten intolerance and celiac disease. Which grains would be suitable for those conditions?		Which grains are considered “ancient” grains? What are the “super-grains”, and what makes them special? What grain is eaten 3 times a day by half the world? How is it grown and processed? What are the parts of a grain kernel, and what nutrients does each part hold? What are leavening agents and how are they used to make different breads?	
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.4, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.,3,4,7, WHST.11-12.9 , WHST.11-12.7 HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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"> • A variety of different grains and how they are used. • The differences between simple and complex carbohydrates and their effect on health. • Enrichment and fortification of flours and cereals • A familiarity with gluten intolerance and celiac disease. • Popular ancient and super-grains • The parts of a grain kernel, their functions, uses and nutritional values. • The varieties of wheat and milling 	<ul style="list-style-type: none"> • Identify a variety of grains and their different types and at various stages of milling/processing. • Distinguish simple carbohydrates from complex carbohydrates, and the nutritional value of each. • Prepare and cook rice. • Prepare and cook “cereal grains”. • Understand gluten, its characteristics, and how it works in water and heat • Prepare and cook a grain pilaf. • Bake a simple whole grain bread. 	<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 	Pacing Chart/ Time Frame: 16 class periods + assessment

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<p>process.</p> <ul style="list-style-type: none"> • The function and importance of soluble and insoluble fiber in the diet. • The types of rice and the different ways of processing. • How to prepare and cook several different types and forms of grains. • An understanding of how leavening agents work and when to use the different types. • Career options as a batch maker, bread baker and commercial bakery owner. 	<ul style="list-style-type: none"> • Make a gluten free food. • Appropriately use leavening agents in baked goods and understand their actions. • Know the importance of grains in building civilizations and feeding the present world population. • 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"> • Final exam 	<p>Materials: Largen, V., (2002). <i>The Guide to Good Food</i>. Tinley Park, Illinois: Goodheart Wilcox Co.</p> <p>Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials</p>
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CONTENT: Unit 8			
Theme: Sugars/Fats/Oils (Baking & Candy)			
Essential Questions: Can sugars, fats and oils be part of a healthy diet? What are the different forms of sugar and how are they used? What are the characteristics and effects on health of saturated, monounsaturated and polyunsaturated oils?		How does dietary cholesterol affect health? What are the different types of artificial sweeteners and how do they work? How do sports drinks and soda affect weight?	
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.4, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7 HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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"> • How to use sugars, fats and oils sensibly in a healthy diet. • The different forms and names of sugars as seen in nutrition labels. • The use of different types of sugars in baking. • The use of fats in making icings and frostings. • The different types of fats and their effect on health. • The safest artificial sweeteners. • How soft drinks and sports drinks contribute to obesity and decreased bone density. • How a simple candy is made • The 6 types of cookies. • The job descriptions and education requirements for pastry chef, cake decorator flavor technologist and candy maker. 	<ul style="list-style-type: none"> • Use moderation when using sugars and fats. • Make a simple candy. • Compare the characteristics of crystalline and non-crystalline candies. • Bake cookies and cake using different types of sugars. • Make a buttercream frosting. • Make a cooked icing. • Make a chocolate ganache for frosting, glazing and candies • Prepare a pie crust. • Identify the 6 types of cookies. • Build upon basic cooking skills such as knife and small equipment use. • Develop planning, evaluation and time management 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 • 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 9			
Theme: Proteins			
Essential Questions: What are sources of high quality protein? What is a complete protein, and why do we need them? How does iron work in the body? What are the symptoms of a deficiency? Can vegetarians get enough protein to be healthy?		What is the difference between traditionally raised meats and organic meats? What cooking methods are best for which cuts? How is poultry butchered? How can the freshness and quality be determined in meat, fish and poultry before purchasing? What is sustainable seafood and why is it important?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The characteristics of different types of meats, fish and poultry. • How protein is used by the body and its importance to health. • The causes and effects of iron and protein deficiencies on health and development. • Cooking principles and methods as they relate to protein foods. • Proteins from non-animal sources. • Protein combining to form complete proteins in the diet. • Trimming & cutting of protein foods. • Proper methods of storing proteins to maintain their quality • How to determine quality and freshness when purchasing meats, fish and poultry. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Identify common cuts of meat and poultry. • Associate cuts of meat with the proper cooking methods for them. • Reduce food costs by cutting larger cuts of meat and whole chickens into desired cuts/parts. • Prepare and cook meat and poultry using moist and dry cooking methods. • Prepare a marinade. • Prepare and use a dry rub. • Trim meat and poultry to prepare it for cooking. • Stir-fry • Weigh the pros and cons of traditional vs. organic meats. • Prepare and cook a dish using 	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 • Final exam 	Standards (NJSLS): 9.2.12.C.3, 9.2.12.C.4, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4 7.1.NM.B., 7.1.NH.B. 7.1.IJ.B, RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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

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<ul style="list-style-type: none"> • Factors affecting the selection of fish and shellfish. • Career options as a butcher, USDA meat inspector, meat packer, poultry farmer, Wildlife, Fish & Game Officer and fishery worker. 	<p>tofu, seitan or tempeh.</p> <ul style="list-style-type: none"> • Safely cook using ground beef. • Combine non-animal protein sources to build a complete protein. • Determine the correct fat percentage in ground meats and poultry for use in recipes. • Build upon basic cooking skills such as knife and small equipment use. • Store protein foods without compromising quality. • Further develop planning, time management and evaluation skills. • Strengthen the skills of recipe conversion and accurate measurement. 		<p>Materials: Largen, V., (2002). <i>The Guide to Good Food</i>. Tinley Park, Illinois: Goodheart Wilcox Co.</p> <p>Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials</p>
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CONTENT: Unit 10			
Theme: Fruits & Vegetables			
Essential Questions: What are antioxidants and how do they work? Explain phytonutrients. What are the benefits of eating fruits and vegetables?		Why is it important to eat fresh vegetables “in season”? What is farm-to-table? Why is it so popular? How are organic vegetables and fruits grown? What are the benefits to buying organic produce? What are the characteristics of fresh, high quality fruits and vegetables?	
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 health benefits of eating fruits and vegetables. • Antioxidants and how they work. • Phytonutrients • Vitamin and mineral content of fruits and vegetables • Preparation and cooking methods for fruits and vegetables. • Appropriate seasonings for fruits and vegetables. • Seasonality of produce. • Proper tools and gimmicks for produce. • Organic certification and benefits to buying organic produce • The care, storage and preservation of produce. • The different forms of vegetarianism. 	<ul style="list-style-type: none"> • Clean, cut and cook vegetables/vegetable dishes. • Make a fruit pie. • Prepare baked fruit cobbler. • Understand antioxidants and phytonutrients. • Find the vitamin and mineral content of different fruits and vegetables using a nutrient chart. • Compare the benefits vs. costs of buying organic produce. • Determine in what class of antioxidant a fruit or vegetable belongs by its color. • Use produce-specific tools to prepare foods. • Recognize several “exotic” fruits and vegetables. • Distinguish between the different types of vegetarian lifestyles, be 	<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 • Final exam 	9.2.12.C.3, 9.2.12.C.4, 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4 7.1.NM.B., 7.1.NH.B. 7.1.IL.B, RST.11-12.3,4,7, WHST.11-12.9 , WHST.11-12.7 HS-PS3, HS-PS1 ,HS-LS1, CRP 1, 2, 4-12 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

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	<p>able to list the pros and cons of each type vs. a traditional diet.</p> <ul style="list-style-type: none"> • Properly store and preserve produce. • Use terminology specific to fruit and vegetable growth, selection and preparation. • 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. 		<p>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</p>
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