Carlstadt-East Rutherford Regional School District
Family and Consumer Sciences Department
Culinary 1 Curriculum

Course Description
Culinary 1 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.
Culinary 1 is an exploratory introduction to the basics of food, restaurants, and the food service industry.

Course Overview and Pacing Guide (should total ~ 40 WEEKS)

Unit	Topic	Time Frame
1	Safety & Sanitation	4 weeks
2	Recipe Conversion & Planning	3 weeks
3	Tools & Equipment	3 weeks
4	Breakfast/ Eggs	6 weeks
5	Dairy	3 weeks
6	Baking Basics- Fats, Leaveners, Sweeteners	4 weeks
7	Knife Skills	3 weeks
8	Starches & Grains	4weeks
9	Proteins	4 weeks
10	Fruits & Vegetables	3 weeks
11	Food Nutrition	3 weeks

Computer Science and Design Thinking (Standard 8)	
Core Idea	Performance Expectation
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
Career Readiness, Life Literacies, and Key Skills (Standard 9)	
Core Idea	Performance Expectation
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Act as a responsible and contributing community members and employee	CRP 1 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions	CRP 3 - Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation	CRP 4 - Students 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.
Utilize critical thinking to make sense of problems and persevere in solving them	CRP 5 - Students 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.
Model integrity, ethical leadership and effective management	CRP 6 - Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals	CRP 7 - Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity	CRP 8 - Students find and maximize the productive value of existing and new technology to accomplish

increase collaboration and communicate effectively	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.
Work productively in teams while using cultural/global competence	CRP 9 - Students 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.
National Standards for FCS (NASAFACS)	
Core Idea	Performance Expectation
8.1- Analyze career paths within the food production and food services industries.	8.1.1-Explain the roles, duties, and functions of individuals engaged in food production and services careers. 8.1.2-Analyze opportunities for employment and entrepreneurial endeavors. 8.1.3-Summarize education and training requirements and opportunities for career paths in food production and services. 8.1.4-Analyze the correlation between food production and services occupations and local, state, national, and global economies.
8.2- Demonstrate food safety and sanitation procedures.	8.2.1- Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.2- Employ food service management safety/sanitation program procedures, including CPR and first aid. 8.2.3- Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne illness. 8.2.4- Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness. 8.2.5- Practice standard personal hygiene and wellness procedures. 8.2.6- Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. 8.2.7- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups. 8.2.8- Analyze current types of cleaning and sanitizing materials for proper use. 8.2.9- Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials. 8.2.10- Demonstrate safe and environmentally responsible waste disposal and recycling methods. 8.2.11- Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
8.3- Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	8.3.1- Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2- Maintain tools and equipment following safety procedures and OSHA requirements. 8.3.3- Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. 8.3.4- Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods. 8.3.5- Demonstrate procedures for safe and secure storage of equipment and tools. 8.3.6- Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.

8.7- Demonstrate the concept of internal and external customer service.	8.7.3- Analyze the relationship between employee attitude and skills and customer satisfaction. 8.7.4- Apply procedures for addressing and resolving complaints. 8.7.5- Demonstrate sensitivity to diversity and special needs
9.1- Analyze career paths within food science, food technology, dietetics, and nutrition industries.	9.1.1- Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers. 9.1.2- Analyze opportunities for employment and entrepreneurial endeavors. 9.1.3- Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition
9.2- Apply risk management procedures to food safety, food testing, and sanitation.	9.2.1- Analyze factors that contribute to food borne illness. 9.2.2- Analyze food service management safety and sanitation programs. 9.2.3- Implement industry standards for documenting, investigating, and reporting foodborne illnesses. 9.2.4- Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness. 9.2.5- Demonstrate practices and procedures that assure personal and workplace health and hygiene. 9.2.6- Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods. 9.2.7- Classify cleaning and sanitizing materials and their correct use. 9.2.8- Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. 9.2.9- Demonstrate waste disposal and recycling methods.
9.3- Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	9.3.1- Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. 9.3.2- Analyze nutritional data. 9.3.3- Apply principles of food production to maximize nutrient retention in menus. 9.3.4- Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior. 9.3.5- Analyze recipe/formula proportions and modifications for food production. 9.3.6- Critique the selection of foods to promote a healthy lifestyle. 9.3.7- Plan menus, applying the exchange system to meet various nutrient needs.
9.4- Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	9.4.1- Analyze nutritional needs of individuals. 9.4.2- Use nutritional information to support care planning. 9.4.3- Determine when to provide a selective menu approach in nutrition therapy settings. 9.4.4- Construct a modified diet based on nutritional needs and health conditions. 9.4.5- Design instruction on nutrition to promote wellness and disease prevention.
9.5- Demonstrate use of science and technology advancements in food product development and marketing.	9.5.3- Prepare food for presentation and assessment. 9.5.6- Conduct sensory evaluations of food products.
9.6- Demonstrate food science, dietetics, and nutrition management principles and practices.	9.6.1- Build menus to customer/ client preferences. 9.6.4- Create standardized recipes 9.6.9- Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

9.7- Demonstrate principles of food biology and chemistry.	9.7.4- Explain the impact of molecular structure of simple and complex carbohydrates on digestion, nutrition, and food preparation procedures. 9.7.5- Relate the composition of lipids and proteins to their functions in foods and their impact on food preparation and nutrition. 9.7.6- Explain the value of molds and enzymes in food Products. 9.7.7- Analyze the impact of food presentation methods and techniques on nutrient value, safety and sanitation, and consumer appeal of food and products.
10.1- Analyze career paths within the hospitality, tourism and recreation industries.	10.1.1- Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers. 10.1.2- Analyze opportunities for employment in hospitality, tourism, and recreation careers. 10.1.3- Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers. 10.1.4- Analyze the correlation between the hospitality industry and local, state, national and global economies.
10.2- Demonstrate procedures applied to safety, security, and environmental issues.	10.2.1- Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries. 10.2.2- Demonstrate procedures for assuring guest or customer safety. 10.2.3- Evaluate evacuation plans and emergency procedures.
13.3- Demonstrate communication skills that contribute to positive relationships.	13.3.2- Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 13.3.3- Demonstrate effective listening and feedback techniques.
13.4- Evaluate effective conflict prevention and management techniques.	13.4.3- Apply the roles of decision making and problem solving in reducing and managing conflict. 13.4.4- Demonstrate nonviolent strategies that address conflict. 13.4.5- Demonstrate effective responses to harassment. 13.4.6- Assess community resources that support conflict prevention and management
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	13.5.1- Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. 13.5.2- Demonstrate strategies to motivate, encourage, and build trust in group members. 13.5.3- Demonstrate strategies that utilize the strengths and minimize the limitations of team members. 13.5.4- Demonstrate techniques that develop team and community spirit. 13.5.5- Demonstrate ways to organize and delegate responsibilities. 13.5.6- Create strategies to integrate new members into the team. 13.5.7- Demonstrate processes for cooperating, compromising, and collaborating.
14.1- Analyze factors that influence nutrition and wellness practices across the life span.	14.1.1- Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness. 14.1.2- Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices. 14.1.3- Investigate the governmental, economic, and technological influences on food choices and practices. 14.1.4- Analyze the effects of global, regional, and local events and conditions on food choices and practices 14.1.5- Analyze legislation and regulations related to nutrition and wellness.
14.3- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life	14.3.1- Apply current dietary guidelines in planning to meet nutrition and wellness needs. 14.3.2- Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.

span.	14.3.3- Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product. 14.3.4- Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.
14.4- Evaluate factors that affect food safety from production through consumption.	14.4.1- Analyze conditions and practices that promote safe food handling. 14.4.2- Analyze safety and sanitation practices. 14.4.3- Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production and the impact of genetically modified foods. 14.4.4- Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public. 14.4.5- Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention. 14.4.6- Analyze current consumer information about food safety and sanitation.
14.5- Evaluate the influence of science and technology on food, nutrition, and wellness.	14.5.1- Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods. 14.5.2- Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness. 14.5.3- Analyze the effects of technological advances on selection, preparation and home storage of food. 14.5.4- Analyze the effects of food science and technology on meeting nutritional needs.

Interdisciplinary Connections

NJSLS MATH N-Q A. Reason quantitatively and use units to solve problems.
NJSLS MATH MODELING
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Modifications, Accommodations, and Differentiation			
English Language Learners	**IEP / 504**	**At Risk Students**	**Gifted and Talented**
Scaffolding	Word walls	Teacher tutoring	Challenge assignments
Word walls	Visual aides	Peer tutoring	Enrichment activities
Sentence/paragraph frames	Graphic organizers	Study guides	Tiered activities
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Independent research/inquiry
Think alouds	Leveled readers	Extended time	Collaborative teamwork
Read alouds	Assistive technology	Parent communication	Higher level questioning
Highlight key vocabulary	Notes/summaries	Modified assignments	Critical/Analytical thinking tasks
Annotation guides	Extended time	Counseling	Self-directed activities
Think-pair- share	Answer masking		
Visual aides	Answer eliminator		
Modeling	Highlighter		
Cognates	Color contrast		

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Unit Name	Unit 1 Safety & Sanitation	Time Frame - 4 weeks
Big Idea(s)/ Enduring Understanding	How do good Safety & Sanitation practices affect the workplace, quality of food, and business?	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
Why is cleanliness and good personal hygiene important when working with food?	Proper dress and hygiene for cooking	Current Event Article/ Research Paper
What is a foodborne illness and how can they be prevented?	Identify foodborne illnesses and how they can be prevented	Individual/ Group Activities
What are the most common kitchen accidents and how can they be prevented?	Sanitation in the kitchen- importance and procedures	Cooking Labs
How can hazards in the kitchen be prevented?	Identify Food Contamination-types, sources, and prevention	Written- Reflections
What are food allergens, and what are the symptoms of an allergic reaction to foods?	Kitchen Safety- Identify types of accidents, why they occur, and how to avoid, prevent, and resolve	Quizzes/ Tests
	Food Allergies	
	Prepare and maintain a safe and sanitary kitchen/ workspace	
	Evaluate behaviors and procedures for safety	
	Fire Safety- Grease Fires, Fire Extinguisher	

NJSLA	8.1.12.IC.3, 8.1.12.DA.5, 9.2.12.CAP.3 ,9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.6, 9.7, 10.1, 10.2, 13.3, 13.4, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 2 Recipe Conversion & Planning	Time Frame - 3 weeks
Big Idea(s)/ Enduring Understanding	How do you ensure consistency and quality of food production and minimize waste?	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
How can a recipe be adjusted for different occasions?	Kitchen Mathematics- Recipe and Ingredient Conversions	Current Event Article/ Research Paper
How do we measure dry, liquid, and various ingredients accurately?	Organization and Time Management Skills	Individual/ Group Activities
Explain the concept of “Mis en place”?	Maintaining a clean workspace	Cooking Labs
How do you prepare a difficult dish while maintaining a high level of cleanliness in a limited amount of time?	Managing a Team in a Work Environment	Written- Reflections
How do you read/ write a recipe?	Measure ingredients accurately	Quizzes/ Tests
	Identify Parts of a Recipe	
	Determine Yield	

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 13.3, 13.5, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 3- Tools & Equipment	Time Frame - 3 weeks
Big Idea(s)/ Enduring Understanding	Identify the purpose of Tools & Equipment and when to use them.	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
Where can you find the required tools & equipment to complete your recipe?	Understanding the Kitchen Environment	Current Event Article/ Research Paper
How do you know which tools & equipment are needed for your recipe?	Identify Kitchen Tools & Equipment	Individual/ Group Activities
	Identify the purposes of Kitchen Tools & Equipment	Cooking Labs
	Understand How to use Kitchen Tools and Equipment	Written- Reflections
	Equipment Safety	Quizzes/ Tests

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 4 Breakfast- Eggs	Time Frame - 6 weeks
Big Idea(s)/ Enduring Understanding	The Importance of Breakfast!? Why are eggs so important to the Culinary Industry	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
Is breakfast important? Why or Why not?	Identify the importance and benefits of eating breakfast	Current Event Article/ Research Paper
What are the components of a healthy breakfast?	How to build a balanced and healthy breakfast menu	Individual/ Group Activities
How are quick, healthy breakfasts made?	Plan and Prepare a variety of breakfast foods	Cooking Labs
What are the indicators of a high-quality egg?	Identify Quality Eggs for Purchasing	Written- Reflections
What are the nutrition facts for Eggs?	Identify and Describe Egg Grades and Sizes	Quizzes/ Tests
How are eggs raised and processed?	Identify the Parts of an Egg	
What are the uses for eggs?	Describe the versatility of an Egg	
How should you properly store eggs?	Egg Substitutes	
	Practice Kitchen Safety	
	Egg Cookery Basics	

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6.,

	NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 5 Dairy	Time Frame - 3 weeks
Big Idea(s)/ Enduring Understanding	Identify the Source of a Variety of Dairy Products and Understanding their properties	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
How do different ingredients interact with Dairy?	Steps to prepare milk for sale	Current Event Article/ Research Paper
What causes Dairy to change its texture?	Identify a variety of Dairy Products	Individual/ Group Activities
How does milk get from the cow to the supermarket?	Describe the cheese-making process	Cooking Labs
What is pasteurization?	How to prepare food with Dairy	Written- Reflections
Is Dairy healthy?	Understand how Ice Cream is made	Quizzes/ Tests
What forms does Dairy come in?	Dairy Storage	
	Nutritional Value of Dairy	
	Sauces- Bechamel; Cheese	
	Kitchen Safety	

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 6 Baking Basics- Fats, Leaveners, Sweeteners	Time Frame - 4 weeks
Big Idea(s)/ Enduring Understanding	How do Fats, Leaveners, and Sweeteners Interact with each other while cooking?	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
Are sugars, fats, and oils part of a healthy diet?	How to make healthy/ educated decisions regarding sugars, fat, and cholesterol in their diet	Current Event Article/ Research Paper
What are the different forms of sweeteners and how are they used?	Identify a variety of sugars and their uses in baking	Individual/ Group Activities
What is the difference between saturated, monounsaturated, and polyunsaturated fats?	Define Fat and understand how and when to substitute	Cooking Labs
How is cholesterol affect your health?	Prepare Various Cookies	Written- Reflections
What are the different types of leavening agents?	Prepare Quick Breads	Quizzes/ Tests
How do chemical leavening agents work?	Prepare Brownies/ Muffins	
What is the purpose of fat in baked goods?	Baking Industry- Career Opportunities, Job Descriptions, Education	
	Develop Planning, Organization, and Time Management Skills	
	Kitchen Safety	

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 7 Knife Skills	Time Frame - 3 weeks
Big Idea(s)/ Enduring Understanding	Understanding Knives, Knife Safety, and utilizing Basic Knife Skills	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps,White board, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
What are the different parts of a knife?	Knife Safety	Current Event Article/ Research Paper
How does the knife material affect its quality and usage?	Identify parts of a Knife	Individual/ Group Activities
How to identify the correct knife for the job?	Describe the differences between knife material	Cooking Labs
How do you properly maintain a knife?	Knife Care	Written- Reflections
Why are knife skills important?	Basic Knife Skills	Quizzes/ Tests
	Kitchen Safety	

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 8 Starches & Grains	Time Frame - 4 weeks
Big Idea(s)/ Enduring Understanding	How Carbohydrates affect our diet.	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
What are whole grains?	Identify and Prepare a Variety of Grains	Current Event Article/ Research Paper
What are carbohydrates? How do they affect your body?	Understand how carbohydrates affect your body	Individual/ Group Activities
What is Gluten?	Describe the difference between simple and complex carbohyrdrates	Cooking Labs
What is Starch? How can it be used?	Identify and Prepare a Variety of Starches	Written- Reflections
What are the parts of a grain kernel and what nutrients does each part contain?	How does starch work?	Quizzes/ Tests
What are tubers and how should they be prepared?	Kitchen Safety	

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 9 Proteins	Time Frame - 4 weeks
Big Idea(s)/ Enduring Understanding	How do proteins help your body function? The relationship between Fat and Muscle determines the cooking method and texture for your protein	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
What are sources of high-quality protein?	Identify & Prepare Beef	Current Event Article/ Research Paper
What is a complete protein, and why do we need them?	Identify & Prepare Chicken	Individual/ Group Activities
What determines how you cook protein?	Identify & Prepare Pork	Cooking Labs
How does fat affect flavor?	Identify & Prepare Fish	Written- Reflections
How is beef graded and classified?	Describe how protein is used by the body and its importance to health	Quizzes/ Tests
Can vegetarians get enough protein to stay healthy?	Identify Other Sources of Protein	
	Define a complete protein	
	Describe Amino Acids purpose and benefits to bodily functions	

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9.,

	WHST.11-12.10.

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Unit Name	Unit 10 Fruits & Vegetables	Time Frame - 3 weeks
Big Idea(s)/ Enduring Understanding	Knowing how to buy and store different forms of vegetables may encourage you to keep more of these nutritious foods on hand. Being able to use a number of methods to cook vegetables will help add variety and interest to meals.	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
How do Antioxidant work?	Understand Nutrition Facts of Fruits and Vegetables	Current Event Article/ Research Paper
Explain Phytonutrients	Identify and Prepare a Variety of Fruits and Vegetables	Individual/ Group Activities
What does sustainability mean and how does affect food supply?	Explain how to properly select and store vegetables	Cooking Labs
Where can you find fresh local food in your hometown?	Fresh vs Frozen Fruits and Vegetables	Written- Reflections
Organic v NonOrganic	Identify Cooking Methods for vegetables	Quizzes/ Tests
How do current events affect the food market?	Knife Skills	
Where does our food come from?	Kitchen Safety	
Who regulates the food?		

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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Unit Name	Unit 11 Food Nutrition	Time Frame - 3 weeks
Big Idea(s)/ Enduring Understanding	How Does Food Affect Life/ Food Choices	
Instructional Materials and Resources	Largen, V., (2002). The Guide to Good Food. Tinley Park, Illinois: Goodheart Wilcox Co. Food, cookware, knives & appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs, Teacher prepared materials	
Technology Integration	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

Essential Questions	Student Learning Objectives (Knowledge and Skills)	Evidence of Learning (Assessments)
How did the search for food lead to the development of civilization?	Read and understand Nutritional Label	Current Event Article/ Research Paper
What are the cultural, social, and psychological influences on food choices?	Understand how cultural, social, and physiological influence our food choices	Individual/ Group Activities
How does the media influence food choices?	Factors that affect food supply	Cooking Labs
How does food relieve hunger and improve wellness?	Understanding sustainability	Written- Reflections
What factors affect the food supply?	How diet affects everyday life.	Quizzes/ Tests

NJSLA	8.1.12.DA.5, 9.2.12.CAP.5 ,9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
NASAFACS	8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 13.3, 13.5, 14.1, 14.3,14.4, 14.5,
Interdisciplinary Connections	NJSLS MATH N-Q A., NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.