

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Culinary Arts II

Born On: August, 2015
Previous Revision: July, 2020
Current Revision: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: **CULINARY ARTS II**

Culinary Arts II applies advanced principles, skills, and techniques in food preparation and will be further developed & applied to real life situations, such as a future career in the culinary arts field. Advanced skills include but are not limited to: food sanitation and safety, seasonal foods, pastry, homemade pasta, yeast breads, American cookery, International Culture and Cuisine, design and creation of 3D homes/structures, appetizers, as well as cakes and cake decorating. Students will participate in a variety of daily hands-on laboratory preparation experiences, focusing on the presentation aspect and appearance of the dish, as well as written and performance activities.

Standard 9: Career Readiness, Life Literacies and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate Career Readiness, Life Literacies, and Key Skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core

ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)
- Career Awareness and Planning (CAP)
- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)
- Information and Media Literacy (IML)

- Technology Literacy (TL)

Family & Consumer Science and Technology Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

Instructional resources are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represent current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready? https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

Assessments

The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

9.1 Personal Financial Literacy

School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8-3.1(a)3.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

9.2 Career Awareness, Exploration, and Preparation

Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.

1. What factors should be considered in planning for assessment?

- Content mastery (which standards are being assessed)
- Analysis of content
- Skills development
- Connections between and among essential learnings
- Connections between the past, present, and the future
- Interdisciplinary connections
- Diversity in student learning styles and needs
- Opportunities for democratic participation

2. How are goals of instruction and assessment related?

- Are the goals for learning actually being assessed?
- To what degree are we asking students to extend learning?
- Can students transfer their learning to a new situation?
- Does the assessment reflect what is valued instructionally?
- Does the assessment benefit the learner by informing teaching practices?
- Does the assessment allow for a variety of learners to demonstrate their understanding?

3. What should you consider as you develop criteria for scoring?

- How many ways can students demonstrate they have learned the material?
- How will students be scored?
- How will the needs of a variety of learners be addressed with this assessment?
- Does the scoring tool reflect the learning goals?

4. What are the most constructive assessment designs and methods for music educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios

- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

Differentiation/Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, Multilingual Learners, Students with Disabilities, and Students at Risk of School Failure. FACS is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest-: What a student enjoys learning about, thinking about, and doing
- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

Gifted and Talented (content, process, product and learning environment)	Multilingual Learners	Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>Sample Differentiation</p>	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students’ ability to understand is increased. Two factors will influence the student’s ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and</p>	<p>Participation in and benefit from Family & Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data to identify which students are at-risk in this content area.</p>

<p>Strategies and Techniques that apply to FACS</p> <p>Acceleration:</p> <p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> ● flexible pacing ● content acceleration ● early entrance to school ● multi-age classes ● compacting ● college coursework/portfolio 	<p>the teacher’s messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound “fluent” in a social setting but have difficulty with “academic” language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.</p>	<p>adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills.</p>	
	<p>Preparation for the Student</p> <ul style="list-style-type: none"> ● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. ● Have students retell in their own words before attempting the task. ● Allow bilingual teachers to reiterate key concepts in simple English or student’s language. <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> ● <i>Building Background Information</i> 	<p>Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental</p>	<p>Classroom Organization: Students at risk of failure may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are</p>

	<p>through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.</p> <ul style="list-style-type: none"> ● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. ● <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in music. ● <i>Concept Development</i>-Students will be learning about instruments, rhythm, and many new concepts. ● <i>Giving Directions</i>-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. 	<p>conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience 	<p>instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior
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		<ul style="list-style-type: none"> · Simulations · Games/puzzles to generalize information 	<p>knowledge Prompts</p> <ul style="list-style-type: none"> · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> ·Dramatization ·Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information
	<p>Prepare Instruction</p> <ul style="list-style-type: none"> ● Eliminate peripheral information. ● Translate abstract to concrete. ● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos. ● Use KWL Charts ● Slowly expand the amount of material being learned. ● Maintain consistent classroom procedures/routines for prediction and comfort level. ● Share routine expectations. ● Assign buddies/peer tutors to assist 	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-</p>	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides</p>

	<p>with acclamation to the school environment.</p> <ul style="list-style-type: none"> ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. ● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. 	<p>monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts 	<p>supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts
	<p>Instructional Supports: Hands-on materials</p> <ul style="list-style-type: none"> ● bilingual dictionaries ● visual aids ● teacher made adaptations, outlines, study guides ● varied leveled texts of the same content <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Simplify vocabulary/sentence structure. ● Provide concrete examples with 	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing</p>	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition,</p>

	<p>hands--on activities.</p> <ul style="list-style-type: none"> ● Elaborate understanding using “think aloud” demonstrations ● Build associations/connections between the new and known. ● Use a variety when presenting materials. ● Summarize with visual and auditory materials. <p>Enhance Vocabulary</p> <ul style="list-style-type: none"> ● Start a picture dictionary or file. ● Pre Teach appropriate vocabulary. <ul style="list-style-type: none"> ● Label objects in room. <p>Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>	<p>arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Peer-teach · Provide choices to students <p>Sample Resources: EduTopia</p>	<p>recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Use preferred response mode (written, dictated, or oral) Response Formats · Peer-teach · Provide choices to students
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Culinary Arts II	
The Laboratory Reintroduction	2 weeks
Food Safety and Sanitation	1 week
Understanding and Interpreting Recipes	1 week
International Cuisine	13 weeks
Related Careers in Culinary and Nutrition	1 week
American Regional Cookery	2 weeks
Seasonal Foods	2 weeks
Brunch	2 weeks
Fast Fix Fridays	1 week and Fridays throughout the year
Pastry	3 weeks
Cake Decorating	2 weeks

Gingerbread Houses	2 weeks
Advanced Yeast Breads	3 weeks
Pasta	3 weeks
Appetizers	2 weeks

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: The Laboratory Reintroduction</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of equivalents, measurements and proper measuring techniques learned in Culinary I. ● Demonstrate knowledge about the use and care of basic equipment used in food preparation learned in Culinary I. ● Review proper lab procedures and responsibilities. ● Become familiar with advanced terminology and techniques. 	<ul style="list-style-type: none"> ● Review Basic Skills ● Teacher Demonstrations ● Teacher / Student Discussions ● Re-entry Lab ● Discussion and Review on Culinary II Lab Plan 	<p>Basic Skills Test <i>Guide to Good Food</i> textbook Lab Supplies</p>	<p>Skills evaluation</p> <p>Test</p> <p>Student Participation in all activities</p> <p>Teacher Observation of lab procedures</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Food Safety and Sanitation</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Increase their understanding of sanitation requirements in the lab. ● Follow all safety and health rules and regulations 	<ul style="list-style-type: none"> ● Teacher Lecture ● Research Project 	<p>Food Safety DVD Teacher Lecture Fact Sheets <i>Guide to Good Food</i> Textbook Internet Class Discussion Laptops</p>	<p>Teacher Observation of student performance</p> <p>Laboratory evaluation</p> <p>Student Participation in all activities</p>	<p>Standard 9.2 Standard 9.3</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Understanding and Interpreting Recipes (skills and ingredients)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop skills in reading, interpreting and following recipe directions and efficiency in food preparation. ● Create and adapt new recipes ● Conduct recipe analysis ● Develop research advanced terminology and technology ● Practice knife skills according to recipe directions 	<ul style="list-style-type: none"> ● Cooking Terminology Assignment ● Create Your Own Casserole Project ● Recipe Search ● Student Labs ● Fast Fix Friday Lab 	<p>Activity Sheets Laptops Textbooks Supplies for Labs Market Orders Activity Sheets</p>	<p>Evaluation of finished product</p> <p>Sampling of student projects</p> <p>Teacher Observation of student performance</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Cultural Aspects of Food: International Cuisine</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop a mutual understanding of an appreciation for cultures and lifestyles different from their own. ● Identify herbs, spices, and seasonings from a variety of cultures. ● Be able to identify ethnic foods from around the world. ● Have an understanding of how foods from around the world have influenced American cookery. 	<p>Student Labs</p> <ul style="list-style-type: none"> ● Variety of Cuisines (may include, but not limited to) <ul style="list-style-type: none"> ○ Italian ○ German ○ Chinese ○ French ○ Irish ○ Jewish ○ Mexican <p>Student research on their family backgrounds</p> <p>Ethnic Food Variety Lab</p> <p>Teacher Demos</p> <p>Regional Projects and Presentations</p> <p>Activity Sheet</p> <p>Guest Speakers</p>	<p>Film on Cultural Cuisine (YouTube)</p> <p>Food Supplies</p> <p>Textbook</p> <p>Laptop</p> <p>Internet</p> <p>Laboratory Experiences</p>	<p>Quizzes</p> <p>Projects</p> <p>Teacher Observation of Student performance</p> <p>Evaluation of finished product</p>	<p>Standard 9.2</p> <p>Standard 9.3</p> <p>Standard 9.4</p> <p>Amistad Law N.J.S.A. 18A:52:16A-88</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: American Regional Foods</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the origins of foods of the seven main regions of the U.S. ● Identify specific foods from each of the seven regions. ● Prepare foods representative of each region. ● Explain why the cuisine is unique to that particular region. 	<ul style="list-style-type: none"> ● Text reading on Regional Cooking ● Teacher/Student discussion on origins of regional foods ● Activity sheets ● Student research project ● Recipe research ● Student labs 	<p>Textbooks Laptops Internet Handouts Activity Sheets DVD: American Regional Cooking Food Supplies Regional Maps</p>	<p>Student participation in Labs Tests/Quizzes Activity Sheets Research projects Internet Assn.</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Related Careers in Culinary and Nutrition</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Become familiar with current career trends ● Identify new developments in the food industry ● Research specific careers ● Understand the history, background, accomplishments, and influence of famous chefs 	<p>Discussion</p> <p>Career Exploration</p> <p>The Great Chefs Series</p> <p>Student Labs</p> <p>Guest Speaker</p>	<p>Laptops</p> <p>Internet</p> <p>Food Supplies</p> <p>Lab Experiences</p> <p>Guest Speakers</p>	<p>Teacher Observation of student performance</p> <p>Laboratory Evaluation</p> <p>Student Participation in all activities</p>	<p>Standard 9.2</p> <p>Standard 9.3</p> <p>Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Seasonal Foods</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Become familiar with foods that are available during different seasons. ● Develop skills in reading, interpreting and following recipe directions and efficiency in food preparation. ● Students will have an understanding of how the climate affects what foods are readily available. 	<p>Student Labs Teacher Discussions</p>	<p>Food Supplies Text book Laptop Internet Laboratory Experiences</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Brunch</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Plan and prepare a balanced brunch meal ● Gain experience with meal service ● Identify foods served at a brunch 	<p>Brunch Planning Project</p> <p>Student Labs</p> <p>Teacher Lecture</p> <p>Activity Sheets</p>	<p><i>How to Poach an Egg</i> Video</p> <p>Food Supplies</p> <p>Text book</p> <p>Laptop</p> <p>Internet</p> <p>Laboratory Experiences</p>	<p>Observation of Student performance</p> <p>Evaluation of finished product</p> <p>Student Participation in all activities</p>	<p>Standard 9.1</p> <p>Standard 9.2</p> <p>Standard 9.3</p> <p>Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Fast Fix Fridays</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● research and select a “fast fix” recipe that can be completed in one class period. ● gain experience with preparing a recipe in front of an audience. ● prepare a Market Order of needed supplies. ● Gather all the necessary supplies and ingredients for their individual labs. ● Plan and manage their time accordingly. 	<p>Recipe Research Market Orders Teacher/Student Discussions Food Preparation Presentations</p>	<p>Internet Laptops Food Supplies Market Orders</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities Attentiveness as an audience member Completion of Market Order</p>	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: The Art of Food: Pastry</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Prepare sweet and savory pastries ● Gain experience preparing recipes that require a higher skill level and require attention to fine details ● Learn and practice decorative two crust techniques ● Focus on the presentation aspect of the food 	<p>Teacher Demos Pie Variety Lab Internet Research Student Labs Corresponding worksheets</p>	<p>Internet Laptops Food Supplies Market Orders Activity Sheets</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities</p>	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: The Art of Food: Cake Decorating</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● prepare a variety of different types of cakes ● Gain experience preparing recipes that require a higher skill level and require attention to fine details ● Focus on the presentation aspect of the food ● Practice Cake Decorating Techniques ● Prepare a homemade cake and frosting (not from the package) ● practice using piping bags and decorator tips for cakes ● create a cake based upon a theme ● gain experience making and working with home made Fondant 	<p>Teacher Demos Cupcake Variety Lab Student Labs Corresponding worksheets Internet Research</p>	<p>Cake Decorating Video Cake Decorating Cookbooks Food Supplies Internet Laptops Market Orders</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities Completion of Market Order</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: The Art of Food: Gingerbread Houses</p> <ul style="list-style-type: none"> ● Gain experience preparing recipes that require a higher skill level and require attention to fine details ● Focus on the presentation aspect of the food ● Design or use an existing template to create a Gingerbread House ● Use their creativity and imagination to decorate the house ● Follow steps in a sequential order for assembling a gingerbread house. 	<p>Gingerbread House Planning Project:</p> <ul style="list-style-type: none"> ● Gingerbread template or creation ● Preparation and Assembling of Gingerbread House ● Decorating of Gingerbread House ● Presentation of Gingerbread House 	<p>Laptops Internet Food Supplies Market Orders</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities Completion of Market Order</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Advanced Yeast Breads</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Apply prior knowledge of yeast bread preparation from Culinary Arts I to the preparation of higher level skill recipes ● Create a recipe using a convenience dough 	<p>Teacher Demo Student Labs Yeast Bread Research</p>	<p>Laptops Internet Food Supplies Market Orders</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities Completion of Market Order</p>	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Pasta</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Apply principles of pasta cookery from Foods I ● Prepare a variety of homemade pastas ● Prepare sauces to pair with their pasta 	<p>Teacher Demo Student Labs Pasta Variety Lab Research Pasta Variety Lab</p>	<p>Laptops Internet Food Supplies Market Orders</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities Completion of Market Order</p>	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p>

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Appetizers</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Follow steps in a sequential order ● Have an understanding of the role of an appetizer ● Prepare a variety of palate incising foods ● Apply a variety of methods of preparation 	<p>Teacher Discussion Student Labs Appetizer Internet Research Appetizer Variety Labs</p>	<p>Laptops Internet Food Supplies Market Orders</p>	<p>Observation of Student performance Evaluation of finished product Student Participation in all activities Completion of Market Order</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
<p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p>	<p><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p>

<p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentations on a variety of cultural topics.</p>	<p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>	<p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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<p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p>
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