

Crest Memorial School Curriculum and Pacing Guide	
Grade: 8th	Subject Area: Culinary Arts
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements
<p>Mission: To cultivate a passion for culinary excellence by providing comprehensive education and hands-on training. While fostering creativity, professionalism, and a deep understanding of culinary arts principles. Through experiential learning, mentorship, and a supportive community, we empower aspiring chefs to thrive in the dynamic world of culinary arts, while instilling values of innovation, sustainability, and culinary heritage.</p> <p>Vision: Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.</p>

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AG.3 Examine and summarize the importance of health, safety, and environmental management systems in AFNR businesses.</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation, and quality in food products and processing facilities.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution, and consumption.</p>

Career Education
<p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p>

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.

### Interdisciplinary Connection

HS-LS2-5: Analyze how scientific principles and technology contribute to safe food handling and preparation practices.  
6.1.8.C.1: Explore and appreciate culinary traditions from different cultures, understanding their historical and social significance.

### Accommodations and Modifications

#### Special Education

- follow 504/IEP accommodations
- create visual examples
- highlight and define important vocabulary
- ask yes/no questions
- rephrase directions

#### English Language Learners

- create visual examples
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for the use of pictures
- create a word map

#### Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary
- Read tests aloud
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Chunking content into “digestible bites”
- Shorten assignments to focus on mastery concept
- Assignment, Project, and Assessment Modification Based on Individual Student Needs

#### Gifted and Talented

- Student Choice
- Assignment, Project, and Assessment Modification Based on Individual Student Needs

#### Students with 504 Plans

- Allow verbalization before writing
- Use audio materials when necessary



	<ul style="list-style-type: none"> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>
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Assessments	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral place presentation</li> <li>● End of unit rubric</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● End of unit rubric</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

Pacing Guide	
Kitchen Safety	Number of days 10
Breakfast Foods	Number of days 12
Knife Skills	Number of days 12
Italian Foods	Number of days 20
Herbs and Spices	Number of days 3
Mexican Foods/ TacoTruck Project	Number of days 14
Crest Health and Wellness Project	Number of Days 20

## Unit Learning Goals- Kitchen Safety

- Identify and describe basic kitchen safety principles, including cleanliness, proper food handling, and safe equipment use.
- Explain the concept of cross-contamination and apply methods to prevent it, such as using separate cutting boards for raw meat and vegetables.
- Identify proper food storage practices, including refrigerator and freezer temperatures, and the correct handling of perishable items.
- Demonstrate safe use of various kitchen tools and appliances, including handling and operating them without causing harm.
- Identify common hazards in the kitchen (e.g., sharp objects, hot surfaces) and demonstrate strategies to avoid accidents and injuries.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>●  Culinary_Essentials OnLine Text</li> <li>● Recipes</li> <li>● Mixers</li> <li>● Various kitchen utensils</li> </ul>	<ul style="list-style-type: none"> <li>● Groceries</li> <li>● Markers</li> <li>● Notecards</li> <li>● Bell ringer packets</li> <li>●  Kitchen Safety Review.ppt.pptx</li> </ul>

Daily Targets- Kitchen Safety	NASAFACS Performance Expectations	Instructional Activities
<p>Day 1- Introduction to Kitchen Safety Target: Students will understand the importance of kitchen safety and be able to list five key kitchen safety rules.</p>	8.2.1	<p>Introduction to the unit. Watch an introductory video on kitchen accidents. Group discussion: Why is kitchen safety important? Create a "Safety First" poster as a class.</p>
<p>Day 2- Identifying Kitchen Hazards Target: Students will identify common kitchen hazards (sharp objects, hot surfaces, electrical risks).</p>	8.2.2	<p>Discuss common kitchen hazards and how to avoid them. Hands-on activity: Students explore different kitchen tools and identify hazards. Create a hazard checklist for their workstation.</p>
<p>Day 3: Safe Use of Kitchen Tools (Knives and Cutlery) Target: Students will demonstrate the safe use and handling of knives and other sharp tools.</p>	8.5.1	<p>Demonstration of proper knife techniques (e.g., grip, cutting technique). Students practice cutting soft fruits or vegetables.</p>

		Review safety protocols for storing knives and using cutting boards.
Day 4: Heat Safety and Stove Safety Target: Students will practice safe behavior when working around hot surfaces, stoves, and ovens.	8.2.1	Demonstration on using stovetops and ovens safely (e.g., using potholders, not leaving the stove unattended). Role-play scenarios of a stove fire or burns. Discuss fire prevention (e.g., grease fires, proper ventilation).
Day 5: Food Safety and Hygiene Target: Students will practice safe food handling techniques, including handwashing, avoiding cross-contamination, and proper food storage.	8.3.3, 8.2.5	Discuss foodborne illnesses and prevention. Hands-on activity: Students practice proper handwashing and cleaning surfaces. Create a food safety poster for the kitchen.
Day 6: Emergency Response Procedures Target: Students will learn basic emergency responses to kitchen injuries (cuts, burns, electrical shocks).	8.2.2	Demonstration on first aid for cuts and burns. Practice using a first aid kit to treat minor injuries. Role-playing emergency situations and practicing calm, effective responses.
Day 7: Fire Safety in the Kitchen Target: Students will demonstrate knowledge of fire safety in the kitchen, including how to use a fire extinguisher.	8.2.2	Watch a fire extinguisher demonstration video. Hands-on practice using a fire extinguisher (if possible, with a mock fire setup). Discuss evacuation procedures in case of kitchen fires.
Day 8: Safe Appliance Use Target: Students will learn how to safely operate kitchen appliances (blenders, mixers, etc.).	8.3.1	Demonstrate how to use common kitchen appliances safely (e.g., mixers, blenders). Students practice using an appliance with supervision. Discuss appliance maintenance and safe storage.
Day 9: Organization and Cleanliness in the Kitchen	8.2.7	Discuss how an organized kitchen prevents accidents.

Target: Students will understand the importance of maintaining a clean and organized kitchen for safety.		Hands-on activity: Students organize their workstations and clean up properly after cooking. Students create a checklist of cleaning tasks to be done during cooking.
Day 10: Review, Assessment, and Reflection Target: Students will demonstrate their understanding of kitchen safety through a final quiz and reflection activity.	8.2.11	Review all safety protocols learned throughout the unit. Final assessment: Safety quiz (written or digital). Reflection: Students write or discuss one key safety practice they will always follow.

### Inclusive concepts

Allow students to choose from different kitchen safety topics or projects based on their interests.  
Recognize and respect diverse cultural practices related to food and cooking. Include examples from various cultures and discuss how different cultures approach kitchen safety.  
Provide positive reinforcement and build students' confidence in their ability to follow safety protocols.

### Unit Learning Goals- Breakfast Foods

- Demonstrate Breakfast Food Production Skills: Students will apply cooking techniques to create waffles, pancakes, eggs, and French toast from scratch.
- Understand Flavor Combinations: Students will explore and create different flavor profiles for breakfast dishes, including sweet, savory, and healthy variations.
- Collaborate in a Team Environment: Students will work in small groups to create breakfast dishes and practice teamwork, communication, and time management.
- Practice Cooking Techniques: Students will learn and practice important cooking skills, such as frying eggs over easy, medium, and hard, making waffles and pancakes from scratch, and creating French toast.
- Explore Nutritional Concepts: Students will understand the nutritional value of breakfast foods and consider healthy alternatives for each dish.
- Apply Food Safety and Sanitation Practices: Students will demonstrate safe and sanitary food handling practices in the kitchen.
- Present Food Professionally: Students will present their dishes with attention to detail and proper plating techniques, simulating real-world kitchen environments.

Core Instructional Materials	Supplemental Materials
<p><b>Textbook</b></p> <p><b>Recipe Handouts:</b> Detailed recipe cards for waffles, pancakes, eggs, and French toast, including instructions for each cooking method.</p> <p><b>Cooking Tools:</b> Waffle irons, griddles, frying pans, mixing bowls, whisks, spatulas, and other basic kitchen tools.</p> <p><b>Ingredient Set:</b> Flour, eggs, milk, syrup, fresh fruit, nuts, spices, and ingredients for making different waffle and pancake variations (e.g., chocolate chips, blueberries, spinach, cheese, etc.).</p> <p><b>Nutritional Information Charts:</b> Charts that explain the nutritional value of common breakfast foods, with a focus on protein, carbs, fats, vitamins, and minerals.</p> <p><b>Safety and Sanitation Guidelines:</b> Posters or handouts detailing food safety protocols, including handwashing, food storage, and cleaning techniques.</p> <p><b>Plating Guidelines:</b> A visual guide for plating breakfast foods to create an aesthetically pleasing presentation.</p> <p><b>Timers and Thermometers:</b> To ensure proper cooking times and temperatures for waffles, pancakes, eggs, and French toast.</p>	<p><b>Groceries</b></p> <p><b>Markers</b></p> <p><b>Notecards</b></p> <p><b>Bell ringer packets</b></p> <p><b>Chromebooks</b></p> <p><b>☰ Breakfast Foods Unit Exit Ticket</b></p> <p><b>Food Safety Video:</b> A short video on food safety and kitchen sanitation.</p> <p><b>Food Critique Rubric:</b> A rubric for critiquing the appearance, flavor, and texture of student-created breakfast dishes.</p> <p><b>Nutritional Value Worksheet:</b> A worksheet for students to analyze the nutritional content of the foods they prepare and consider healthy substitutions.</p>

Daily Targets	NASAFACS Performance Expectations	Instructional Activities
<p>Day 1: Introduction to the Unit &amp; Breakfast Foods</p> <p>Target: Students will understand the structure of the unit and review the basic principles of breakfast foods.</p>	<p>8.1.1, 8.2.1, 8.5.11</p>	<p>Introduction to the unit and the types of breakfast foods students will explore.</p> <p>Overview of basic kitchen safety and sanitation.</p> <p>Discuss the importance of breakfast for energy and nutrition.</p> <p>Group discussion: “What makes a great breakfast?”</p>
<p>Day 2: Exploring Waffle Basics and Equipment</p> <p>Target: Students will learn about the waffle-making process and the use of waffle irons.</p>	<p>8.2.2, 8.1.2</p>	<p>Demonstration of basic waffle batter (sweet) and waffle iron safety.</p> <p>Students create basic waffle batter using a simple recipe.</p>

		<p>Discuss the different types of waffle irons and how to use them.</p> <p>Each student practices making their first waffle.</p>
<p>Day 3: Waffle Wars – Sweet Waffle Creation</p> <p>Target: Students will collaborate in groups to create sweet waffles with unique toppings.</p>	8.1.2, 8.3.2	<p>Divide students into groups.</p> <p>Each group will create a sweet waffle, experimenting with different ingredients like chocolate chips, fruits, whipped cream, etc.</p> <p>Each group will plate their waffles and prepare a brief presentation explaining their choice of flavors and ingredients.</p>
<p>Day 4: Waffle Wars – Savory Waffle Creation</p> <p>Target: Students will work in groups to create savory waffles using ingredients like cheese, bacon, spinach, or herbs.</p>	8.1.2, 8.3.1	<p>In groups, students will create savory waffles, experimenting with flavor combinations and adding ingredients like cheese, spinach, herbs, and meats.</p> <p>Plate and present savory waffles with creative toppings (e.g., poached egg, avocado, etc.).</p> <p>Discuss the difference in texture and flavor between sweet and savory waffles.</p>
<p>Day 5: Waffle Wars – Healthy Waffle Creation</p> <p>Target: Students will create a healthy waffle version using alternative ingredients.</p>	8.3.2, 8.4.1	<p>In groups, students will create healthy waffles using whole grain flour, oats, low-fat yogurt, and fresh fruit.</p> <p>Discuss how to balance flavor and nutrition in breakfast foods.</p> <p>Groups will present their healthy waffles, explaining their choices for ingredients.</p>
<p>Day 6: Pancake Day – Basic Pancake Recipes</p> <p>Target: Students will learn how to make basic pancakes from scratch and understand variations.</p>	8.1.3, 8.1.2	<p>Demonstration of basic pancake batter and cooking techniques (flipping, temperature control).</p> <p>Students will make pancakes, focusing on achieving the perfect texture and consistency.</p> <p>Discuss variations: buttermilk, whole wheat, and gluten-free pancake options.</p>



<p>Day 7: Pancake Day – Creative Pancake Variations Target: Students will create unique pancake recipes using different flavors and ingredients.</p>	<p>8.1.3, 8.4.2</p>	<p>Students work in groups to create a unique pancake recipe, incorporating ingredients like chocolate chips, berries, nuts, and spices. Discuss flavor pairings and how to achieve the perfect balance in pancakes. Groups will present their pancakes and explain their recipe development.</p>
<p>Day 8: Cooking Eggs – Over Easy, Medium, and Hard Target: Students will practice frying eggs to different levels of doneness.</p>	<p>8.3.2, 8.1.3</p>	<p>Demonstration of the techniques for cooking eggs over easy, medium, and hard. Students will practice frying eggs to each level of doneness. Discuss the importance of temperature control and timing when frying eggs.</p>
<p>Day 9: French Toast Day – Basic and Flavored French Toast Target: Students will learn how to make classic French toast and experiment with different flavor variations.</p>	<p>8.3.1, 8.2.2</p>	<p>Demonstration of classic French toast preparation. Discuss variations: cinnamon French toast, fruit-filled French toast, savory French toast. Students make and plate their French toast with toppings like syrup, powdered sugar, fresh fruit, or whipped cream.</p>
<p>Day 10: Plating and Presentation Skills Target: Students will learn how to plate their breakfast dishes in a professional manner.</p>	<p>8.3.2, 8.4.1</p>	<p>Demonstration on how to plate breakfast foods for visual appeal (e.g., arranging pancakes in a stack, garnishing waffles with fruits). Students practice plating their own dishes for presentation. Discuss the importance of food presentation in the culinary industry.</p>
<p>Day 11: Cooking Competition Day – Waffle Wars and Breakfast Buffet Target: Students will participate in a friendly cooking competition, creating their breakfast dishes for a class buffet.</p>	<p>8.4.1, 8.1.1</p>	<p>Groups finalize their waffles, pancakes, eggs, and French toast for presentation. Students present their creations to the class, explaining their process and flavor profiles. The class will enjoy a buffet-style breakfast, sampling each group's creations.</p>

<p>Day 12: Reflection and Final Assessment Target: Students will reflect on their learning and assess their cooking skills.</p>	<p>8.1.2, 8.5.2</p>	<p>Students complete a self-reflection on what they learned and which techniques they feel most confident in. Final quiz on breakfast food techniques, food safety, and nutrition. Group discussion about favorite dishes and lessons learned from the unit.</p>
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<p>Inclusive concepts</p>
<p>Allow students to demonstrate their understanding through practical cooking tasks, written reflections, or oral presentations. Offer students choices in recipe selection or project topics to increase engagement and relevance.</p>

<p>Unit Learning Goals- Knife Skills</p>
<ul style="list-style-type: none"> <li>● Students will identify different types of kitchen knives and their specific uses.</li> <li>● Students will demonstrate fundamental knife techniques, including chopping, dicing, mincing, and julienning.</li> <li>● Students will apply safety protocols to handle knives correctly and reduce the risk of accidents.</li> <li>● Students will practice cutting ingredients into uniform sizes to ensure even cooking and presentation.</li> <li>● Students will apply their knife skills to prepare ingredients for specific recipes.</li> </ul>

<p>Core Instructional Materials</p>	<p>Supplemental Materials</p>
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Knives</li> <li>● Recipes</li> <li>● Various kitchen utensils</li> </ul>	<ul style="list-style-type: none"> <li>☰ Knife Skills Knowledge Quiz</li> <li>☐ Knife Skills <ul style="list-style-type: none"> <li>● Groceries</li> <li>● Notecards</li> <li>● Bell ringer packets</li> <li>● Chromebooks</li> </ul> </li> </ul>

<p>Daily Targets-</p>	<p>NASAFACS Performance Expectations</p>	<p>Instructional Activities</p>
<p>Day 1-2: Knife Identification and Knife Safety</p>	<p>8.1.3</p>	<p>Read the chapter on knives in the textbook, focusing on types, uses, and safety.</p>



<p>Target: Identify at least five different types of kitchen knives. Explain the purpose and function of each knife. Demonstrate proper handling of knives.</p>		<p>Complete a worksheet where students label diagrams of knives and match them to the appropriate tasks (e.g., paring knife for peeling, chef's knife for chopping). Discuss the importance of knife safety (grip, handling, storage).</p>
<p>Inclusive concepts</p>		
<p>Day 3-4: Drawing and Labeling Knives Objective: Students will practice recognizing and using the various knives and their parts.</p>	<p>8.1.3 that reflect the backgrounds and preferences of all students.</p>	<p>Day 3: Students draw 3 different knives (chef's knife, paring knife, serrated knife), labeling parts of each. Day 4: Students write descriptions of the functions of each knife, referring to their textbook or notes.</p>
<p>Target: Create a detailed drawing of at least 3 different types of knives. Label each part of the knife. Students will identify key elements of Italian cuisine, including common ingredients, flavors, and traditional dishes. Students will apply their knowledge and skills to prepare authentic Italian dishes, demonstrating an understanding of recipes, ingredients, and cooking techniques. Students will use their knowledge of Italian cuisine to experiment with creative adaptations and variations of traditional dishes.</p>		
<p>Day 5-7: Cutting an Onion (Mise en Place and Recipe Creation) Objective: Students will learn how to properly peel an onion and then prepare a recipe for onion fritters using their knife skills. Target: Various kitchen utensils Properly peel, trim, and dice an onion using safe knife techniques. Prepare the ingredients for onion fritters with a focus on mise en place. Make onion fritters by following the recipe.</p>	<p>8.1.4, 8.1.6</p>	<p>Supplemental Materials  <ul style="list-style-type: none"> <li>📄 Pasta Recipe By: <ul style="list-style-type: none"> <li>● Groceries</li> <li>● Notecards</li> <li>● Bell ringer packets</li> <li>● Chromebooks</li> </ul> </li> </ul> <p>Day 5: Demonstration of how to peel and dice an onion. Students practice with onions, applying the proper techniques. Day 6: Students prepare all ingredients for the onion fritter recipe (mise en place). They measure and chop ingredients, setting up everything they need for cooking. Day 7: Students cook the onion fritters following the recipe, using their knife-prepared ingredients.</p> </p>
<p>Daily Targets-</p>	<p><b>NASAFACS Performance Expectations</b></p>	<p><b>Instructional Activities</b></p>
<p>Day 8-10: Peeling and Cutting Apples (Mise en Place and Recipe Creation) Objective: Students will learn how to peel and cut apples and prepare apple fritters using the knife skills they have practiced. Demonstrate mise en place by preparing all ingredients for meatballs and pasta sauce. Properly peel, core, and slice apples using safe knife techniques. Make meatballs</p>	<p>8.1.4, 8.1.6 8.1.3, 8.1.4, 8.5.5</p>	<p>Day 8: Demonstration of how to peel, core, and slice apples. Students practice with making—students will learn how to mix ground meats (beef and pork), breadcrumbs, eggs, garlic, herbs, and spices to create meatballs. Day 9: Students prepare ingredients for apple fritters (mise en place) by chopping apples and preparing the batter. Day 10: Students cook the apple fritters, using the prepared ingredients, and serve them.</p>

		<p>Day 3: combine ingredients and form meatballs</p> <p>Day 4: Assemble the dish—students will cook pasta, combine with sauce, and serve meatballs on top. Students will taste and evaluate their dishes.</p>
<p>Day 5-8: Making Vodka Pasta Sauce</p> <p>Objective: Students will understand the process of creating a rich, creamy vodka pasta sauce from scratch.</p> <p>Target:</p> <p>Explain the steps involved in creating vodka sauce (sautéing, deglazing, simmering).</p> <p>Successfully cook a vodka pasta sauce from fresh ingredients.</p> <p>Apply mise en place by preparing all necessary ingredients beforehand.</p>	8.1.3, 8.1.5	<p>Day 5: Review the ingredients and process for vodka sauce. Demonstrate sautéing onions, garlic, and deglazing with vodka. Students begin mise en place (prepping tomatoes, cream, herbs).</p> <p>Day 6: Continue the sauce-making process. Students will add ingredients and simmer the sauce, adjusting flavors.</p> <p>Day 7: Finish the sauce. Students will taste the vodka sauce and adjust seasoning.</p> <p>Day 8: Plate the pasta, combine with sauce, and garnish. Students will evaluate the finished dish.</p>
<p>Day 9-12: Making Ravioli</p> <p>Objective: Students will learn how to make ravioli from scratch, including preparing the dough and filling, then assembling and cooking the ravioli.</p> <p>Target:</p> <p>Demonstrate the ability to make pasta dough and roll it out to create ravioli.</p> <p>Make a filling (e.g., ricotta and spinach) and stuff the ravioli.</p> <p>Cook the ravioli and serve with sauce.</p>	8.1.3, 8.1.4	<p>Day 9: Introduction to pasta dough making—students will combine flour, eggs, and olive oil to make pasta dough. Roll out the dough with rolling pins.</p> <p>Day 10: Prepare the ravioli filling—students will mix ricotta cheese with spinach, garlic, and seasonings. Begin assembling ravioli by spooning the filling into the pasta sheets.</p> <p>Day 11: Shape and seal ravioli. Students will cook the ravioli in boiling water, then serve with vodka sauce or another choice of sauce.</p> <p>Day 12: Taste test and evaluation—students will present and evaluate their homemade ravioli.</p>
<p>Day 13-16: Making Gnocchi</p> <p>Objective: Students will learn how to prepare potato gnocchi, a traditional Italian dish, by making dough and shaping the gnocchi.</p> <p>Target:</p>	8.1.3, 8.1.4	<p>Day 13: Introduction to making gnocchi dough—students will boil potatoes, mash them, and mix with flour, eggs, and seasoning to create a dough.</p>

<p>Prepare and shape potato gnocchi dough. Demonstrate the proper technique for cooking and serving gnocchi. Plate and serve the gnocchi with an appropriate sauce (e.g., pesto, butter, or tomato sauce).</p>		<p>Day 14: Shape and cut the gnocchi, creating the traditional ridged texture.  Day 15: Cook gnocchi and prepare the sauce (e.g., brown butter, pesto, or a simple tomato sauce).  Day 16: Taste test and evaluate the gnocchi. Students will plate the dish and discuss the texture and flavors.</p>
<p>Day 17-20: Making an Italian Dessert (e.g., Tiramisu or Cannoli)  Objective: Students will create a traditional Italian dessert, such as Tiramisu or Cannoli, with a focus on mise en place, assembly, and presentation.  Target:  Prepare and assemble an Italian dessert using safe food handling practices.  Apply mise en place principles to organize ingredients.  Present and evaluate the finished dessert.</p>	<p>8.2.7</p>	<p>Day 17: Introduction to the dessert—students will prepare ingredients and organize them for the chosen dessert (Tiramisu or Cannoli).  Day 18: Assemble and chill Tiramisu or fill Cannoli shells with ricotta cream.  Day 19: Present and serve the Italian dessert.  Day 20: Evaluate the final dish, taste test, and discuss the cultural significance of the dessert.</p>

<p>Inclusive concepts</p>
<p>Include a diverse range of Italian regional dishes to represent the variety within Italian cuisine. Discuss the cultural significance of different ingredients and dishes.  Offer alternative ingredients or recipes for students with dietary restrictions or allergies. For example, provide gluten-free pasta or dairy-free cheese options.</p>

<p>Unit Learning Goals-Herbs and Spices</p>
<ul style="list-style-type: none"> <li>● Students will be able to correctly name and describe the characteristics of common herbs (e.g., basil, thyme) and spices (e.g., cinnamon, cumin).</li> <li>● Students will learn how different herbs and spices are used in cooking to enhance flavor, color, and aroma.</li> <li>● Students will apply their knowledge of herbs and spices to create or modify recipes, experimenting with different combinations to achieve desired flavors.</li> </ul>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Knives</li> <li>● Recipes</li> <li>● Various kitchen utensils</li> </ul>	<ul style="list-style-type: none"> <li>● <span style="background-color: #e0e0e0;">☐</span> Herbs &amp; Spices <ul style="list-style-type: none"> <li>● Groceries</li> <li>● Notecards</li> <li>● Bell ringer packets</li> <li>● Chromebooks</li> </ul> </li> </ul>

Daily Targets	NASAFACS Performance Expectations	Instructional Activities
<p>Day 1: Students will be able to identify and describe 6-8 common herbs and spices by name, appearance, flavor, and aroma. Students will understand how herbs and spices impact flavor, color, and aroma in cooking.</p>	<p>8.5.5</p>	<p>Introduction and Discussion (15 minutes): Introduce the topic of herbs and spices by discussing their role in cooking (flavor, aroma, color). Ask students what they know about herbs and spices and list examples on the board.</p> <p>Herb and Spice Exploration (25 minutes): Distribute samples of common herbs and spices (e.g., basil, thyme, cinnamon, cumin, oregano, rosemary, paprika). Allow students to smell, taste (if applicable), and observe each sample. Have students complete a worksheet or chart to record their observations about the characteristics of each herb and spice (e.g., taste, color, aroma).</p> <p>Group Activity (15 minutes): In small groups, students will share their observations and discuss how each herb/spice might be used in cooking. Guide them to think about the differences between herbs (e.g., thyme, basil) and spices (e.g., cumin, cinnamon).</p> <p>Wrap-Up (5 minutes): Discuss the various uses of herbs and spices in different cuisines (e.g., Mediterranean, Indian, Mexican).</p>


		Review key points: herbs are typically used for fresh flavor, and spices are often dried and ground to enhance or add depth to dishes.
<p>Day 2: Students will understand how to combine herbs and spices to enhance flavors, colors, and aromas in cooking. Students will demonstrate the ability to create or modify recipes using different herbs and spices.</p>	8.2.3	<p>Quickly review the herbs and spices studied on Day 1, highlighting their characteristics and uses. Ask students to recall examples of dishes that might feature these ingredients.</p> <p>Recipe Modification Exercise (30 minutes): Provide students with a simple base recipe (e.g., chicken salad, pasta, soup). Ask students to modify the recipe by adding or changing herbs and spices, noting how these changes affect flavor, color, and aroma. Students will record their choices on the recipe modification worksheet.</p> <p>Encourage students to experiment with different combinations of herbs and spices, using the flavor wheel and herb/spice guide for reference.</p> <p>Taste Test and Reflection (20 minutes): If possible, students will prepare a small sample of their modified recipe or create a visual representation of their changes. Allow students to taste and reflect on the changes they made (if preparing the dish isn't feasible, this can be done as a classroom activity by showing videos of different recipes using herbs and spices). Have students discuss how the different combinations impacted the dish's flavor, color, and aroma.</p>
<p>Day 3: Students will apply their knowledge of herbs and spices to create or modify recipes, experimenting with different combinations to achieve desired flavor outcomes.</p>	8.1.2, 8.4.2	<p>Discuss the process of creating or modifying a recipe. Explain how understanding the roles of herbs and spices can help students create dishes that align with desired flavors (e.g., spicy, sweet, savory).</p> <p>Recipe Design (25 minutes):</p>



		<p>In small groups, students will choose a dish they would like to create or modify (e.g., soup, salad, pasta, marinade). Using their knowledge of herbs and spices, students will plan out their recipe, selecting appropriate herbs and spices for the desired flavor profile. Recipe Presentation and Tasting (20 minutes): If feasible, students will prepare their recipes and present them to the class for tasting and feedback. If cooking isn't an option, students can present their recipes and explain the reasoning behind their herb/spice selections.</p>
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<p>Inclusive concepts</p>
<p>Connect the content to students' personal experiences and cultural backgrounds. For example, discuss how herbs and spices are used in their own cuisines or family traditions. Include herbs and spices from various cultural cuisines to reflect the diversity of the students. Discuss how different cultures use herbs and spices and their significance in traditional dishes.</p>

<p>Unit Learning Goals- Mexican Foods</p>
<ul style="list-style-type: none"> <li>• Students will gain an understanding of key elements of Mexican cuisine, including traditional ingredients, flavors, and dishes.</li> <li>• Students will learn and practice essential Mexican cooking techniques, such as making tortillas, preparing salsas, and using a tortilla press.</li> <li>• Students will apply their knowledge and skills to prepare authentic Mexican dishes, demonstrating an understanding of recipes, ingredients, and cooking techniques.</li> <li>• Students will learn the fundamentals of running a food truck business, including menu planning, cost management, and customer service.</li> <li>• Students will design a food truck menu that features Mexican foods, considering factors such as customer preferences, cost of ingredients, and food truck logistics.</li> <li>• Students will reflect on their learning experiences related to both Mexican cuisine and food truck business operations, evaluating their performance and identifying areas for improvement.</li> </ul>

<p>Core Instructional Materials</p>	<p>Supplemental Materials</p>
<ul style="list-style-type: none"> <li>• Textbook</li> </ul>	<ul style="list-style-type: none"> <li>•  Culinary: Taco Truck Digital 8th Grade</li> </ul>

<ul style="list-style-type: none"> <li>● Knives</li> <li>● Recipes</li> <li>● Various kitchen utensils</li> </ul>	<ul style="list-style-type: none"> <li>☐ Taco truck order form <ul style="list-style-type: none"> <li>● Groceries</li> <li>● Notecards</li> <li>● Bell ringer packets</li> <li>● Chromebooks</li> </ul> </li> </ul>
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Daily Targets	NASAFACS Performance Expectations	Instructional Activities
<p>Day 1: Daily Target:</p> <p>Students will apply their knowledge of Mexican food items to create a cohesive menu for a taco truck, considering customer appeal and balance of flavors.</p>	8.5.5, 8.4.4	<p>Day 1: Students will work in groups to create a taco truck menu that features tacos, sides (guacamole, salsa, churros), and drinks. Students will present their menu to the class and explain their choices of ingredients and dishes.</p>
<p>Day 2-4: Mise en Place for Guacamole</p> <p>Daily Target: Students will understand the concept of mise en place (everything in its place) and prepare for making guacamole by setting up their workstations with all required ingredients and equipment.</p>	8.1.3, 8.1.4	<p>Day 2: Mise en Place and Ingredient Prep for Guacamole Students will set up their workstations with all necessary ingredients for guacamole (avocados, tomatoes, onions, cilantro, lime, salt). Demonstrate knife safety and cutting techniques. Students will practice chopping and dicing the ingredients.</p> <p>Day 3: Guacamole Preparation Students will mash the avocados and combine them with diced tomatoes, onions, cilantro, and lime. Discuss the importance of flavor balance (salt, acid, sweetness). Students will taste and adjust seasoning as needed.</p> <p>Day 4: Guacamole Tasting and Evaluation Students will taste their guacamole and those made by others, evaluating texture and flavor. Class discussion about how ingredient ratios and seasoning choices affect the final product.</p>

		Students will reflect on their work and make adjustments.
<p>Day 5-7: Tortilla Preparation (Flour and Corn)</p> <p>Objective: Students will prepare both flour and corn tortillas, from making the dough to cooking and tasting them. They will understand the differences in ingredients and cooking methods for each type.</p> <p>Target: Prepare dough for both flour and corn tortillas. Demonstrate proper techniques for rolling and cooking tortillas. Evaluate the texture and flavor of the tortillas.</p>	8.1.3, 8.1.4	<p>Day 5: Mise en Place and Dough Preparation for Flour Tortillas Introduce flour tortillas, discussing the ingredients (flour, salt, lard, water, baking powder). Demonstrate the process of mixing the dough and kneading it until smooth. Students will begin making their dough.</p> <p>Day 6: Shaping and Cooking Flour Tortillas Students will roll out their dough and cook it on a griddle or skillet, focusing on getting the right size and thickness. Discuss the importance of cooking tortillas at the right temperature for even browning.</p> <p>Day 7: Corn Tortilla Preparation Introduce the process for making corn tortillas using masa harina, water, and salt. Students will mix the dough, shape the tortillas, and cook them on a griddle, comparing the differences in texture and flavor from the flour tortillas.</p>
<p>Day 8-10: Salsa Preparation</p> <p>Objective: Students will prepare a variety of fresh salsas (e.g., pico de gallo, salsa verde), experimenting with the balance of ingredients to create flavorful combinations.</p> <p>Target: Prepare fresh salsas using traditional Mexican ingredients. Demonstrate proper knife skills and seasoning for making salsa. Taste and adjust salsas to achieve desired flavor profiles.</p>	8.2.5	<p>Day 8: Mise en Place for Salsa Students will gather and prepare ingredients for making salsa (tomatoes, onions, cilantro, lime, peppers). Demonstrate knife safety and how to chop ingredients evenly for a consistent salsa.</p> <p>Day 9: Salsa Preparation Students will combine their ingredients to make pico de gallo and salsa verde, adjusting seasoning to taste.</p>

		<p>Discuss the different types of salsas and how the ingredients (e.g., heat from peppers, acidity from lime) affect the flavor.</p> <p>Day 10: Salsa Tasting and Reflection Students will taste each salsa and evaluate the balance of flavors (spicy, salty, acidic). Class discussion about how adjusting the ratios of ingredients changes the flavor profile.</p>
<p>Day 11-13: Churros Preparation</p> <p>Objective: Students will prepare churros from scratch, learning how to make the dough, fry the churros, and coat them in sugar and cinnamon for a sweet finish.</p> <p>Target: Prepare churro dough, fry the churros, and coat them in cinnamon sugar. Demonstrate safe frying techniques and discuss the texture and flavor of churros.</p>	<p>8.2.7</p>	<p>Day 11: Mise en Place for Churros Students will prepare ingredients for churros (flour, water, sugar, eggs). Discuss the process of making dough and how to handle the hot oil safely.</p> <p>Day 12: Frying and Coating Churros Demonstrate the process of frying churros in hot oil until golden and crispy. Students will fry their churros and coat them with cinnamon sugar for added flavor.</p> <p>Day 13: Churro Tasting and Evaluation Students will taste their churros and reflect on the texture and flavor. Discuss what adjustments could improve the flavor or texture, and share feedback on presentation.</p>
<p>Day 14: Serving the Taco Truck to Local Police and Firefighters</p> <p>Instructional Activities: Introduction and Review of Roles: Brief the students on their responsibilities and the importance of teamwork in a food service environment.</p>	<p>8.4.2, 8.5.12</p>	<p>Students will finish any last-minute food prep (e.g., assembling the taco fillings, finishing the churros, setting up the guacamole and salsa). Set up serving stations and ensure that all dishes are ready to go for quick assembly and service. Local police officers and firefighters will arrive to sample the taco truck offerings. Students will</p>

Review customer service practices, such as greeting guests, taking orders, and providing friendly service.		greet them, take their orders, and serve tacos, guacamole, salsa, and churros. Emphasize professional presentation of food, ensuring each taco is neatly wrapped, the guacamole and salsa are served in clean containers, and churros are properly coated in cinnamon sugar.
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<b>Inclusive concepts</b>
<p>Provide students with options for choosing Mexican dishes or food truck concepts that interest them. This increases engagement by allowing students to explore their preferences.</p> <p>Include a variety of Mexican regional cuisines and highlight the diversity within Mexican food culture. Discuss how different ingredients and dishes reflect regional traditions and practices.</p> <p>Provide alternatives for students with specific dietary needs or allergies. Offer options for substituting ingredients in traditional Mexican dishes to accommodate various dietary restrictions.</p>

<b>Unit Learning Goals</b>
<ul style="list-style-type: none"> <li>● Students will develop a comprehensive understanding of wellness, including physical, mental, and emotional aspects.</li> <li>● Students will explore and experiment with different artistic mediums and techniques to effectively express themes related to wellness.</li> </ul>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Contest rules/requirements worksheet</li> </ul>	<ul style="list-style-type: none"> <li>● Watercolor paint</li> <li>● Watercolor paper</li> <li>● markers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Introduce the Wildwood Crest Mayor's Wellness Campaign Annual Art Contest</li> </ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"> <li>● Review contest requirements and objectives</li> <li>● Begin planning for the creation of a final artwork</li> </ul>

<ul style="list-style-type: none"><li>• Day 2-20: Create a unique artwork displaying the ideals listed in the contest requirements</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Create artwork</li><li>• Include the specific contest requirements</li><li>• Use quality craftsmanship and various art materials</li></ul>
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Inclusive concepts
Allow students to express their own interpretations of wellness in a way that is meaningful to them. Foster a collaborative environment where students can learn from and support each other.