

	Name of Course: Team Members: Number of Days:	
Unit	Safety & Sanitation	
Essential Questions	Can my students tell me where they can find the directions to clean a kitchen? Can they find the cleaning supplies? Can my students apply cleaning methods? Do they know what to do if injured?	
Content Standards	a. 1.A.03.01 Describe First Aid procedures for potential injuries and other health concerns in the specific occupational area b. 1.A.03.08 Demonstrate positive and appropriate behavior that contributes to a safe and healthy environment in school and the workplace c. 1.A.03.05 Identify and describe fire protection, protection, precautions and response procedures. d. 2.A.01.06 Show exemplary appearance and hygiene. e. 2.A.01.03 Describe symptoms common to food borne illnesses and how illness can be prevented. f. 2.A.02.02 Develop cleaning and sanitizing schedule and procedures for equipment and facilities.	
Concepts and Subskills	1. Kitchen Sanitation 2. Knife skills D Fundamentals of Utility Services 3. 2.D.01 Demonstrate utility services. 4. 2.D.01.01 Perform dishwashing services. 5. 2.D.01.03 Clean and sanitize kitchen work areas. 6. 2.D.01.04 Clean and sanitize stationary equipment.	Practices 1. Sanitation lessons and labs 2. Knife labs 3. Culinary labs will reiterate good practice.
Content Objectives (Student Friendly Language)	1. Students will work in a cooperative fashion. 2. They will progress in their culinary skills and practice. Knife Skills are specific to this unit. 3. Academically students will address, reflect and identify unit vocabulary, techniques and how best to use these together. 4. Recipes that involve knife skills. 5. Present a Safety and sanitation PublicService Project.	
Content Vocabulary	Tier One Vocabulary Find Read	

	Show
	Tier Two Vocabulary
	Analyze Combine Describe Research Design Demonstrate
	Tier Three Vocabulary
	Sanitation Culinary Julienne Cross Contamination
Assessments, Products, Projects	Safety & Sanitation lessons Culinary and Inventory labs Knife Lessons S & S Public Service Project Drag & Drop Workbook (on cross contamination)
Text, Materials, and Resources	Safety & Sanitation Entry Event Public Service Announcement Project Knife Lesson Sanitation (in the kitchen)

	Name of Course: Nutrition 1 Team Members: Nadine Holohan Number of Days:
Unit	Eggs
Essential Questions	Can my students make easy egg recipes here and eventually at home? Can my students tell me 3 facts about the health benefits of the egg? Will my students continue safe culinary practices? Will the students practice peer cooperation? What can I do to promote student collaboration?
Content Standards	Through the study of Safe and Adequate Food Supply students will: 3.6 Describe personal hygiene and safety measures used in preparing foods Through the study of Improving Nutrition students will: 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food Through the study of Safe and Adequate Food Supply students will: 3.17 Identify the effects of food preparation techniques on the nutritional value of the food Through the study of Communication students will:

	7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school ...theme of the 3R's— Responsibilities, Rights, and Respect. - Collaboration and Communication Through the study of Peer Relationships students will: 7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others 2.B Fundamentals of Food Service 2.B.01 Apply the fundamentals of food service. 2.B.01.01 Demonstrate hand tool and equipment operation, emphasizing technique. 2.B.01.06 Read, analyze and follow a standard recipe. 2.B.01.07 Identify ingredients used for cooking and baking.	
Concepts and Subskills	1. Group work- <i>Strengthen</i> Communication & Collaboration 2. Individual - <i>Continue</i> practice safety & sanitation roles 3. Culinary skills- measuring, reading recipes, stove and oven usage 4. Work with eggs specifically an all they provide nutritionally and in culinary,	Practices Culinary Labs, Sanitation Labs and written assignments
Content Objectives (Student Friendly Language)	1. Students will work in a cooperative fashion. 2. They will progress in their culinary skills and practice. Eggs specifically. 3. Academically students will address, reflect and identify unit vocabulary, techniques and how best to use these together. 4. Egg recipes 5. Egg research through the egg workbook	
Content Vocabulary	Tier One Vocabulary	
	Clean wash Practice	
	Tier Two Vocabulary- Academic	
	Analyze Combine Describe Research Incorporate demonstrate	
	Tier Three Vocabulary -specific	
	Sanitation Beat Saute' Sous Vide Culinary	

Assessments, Products, Projects	Egg Workbook Daily Lab grade Unit Sanitation Labs Daily Sanitation
Text, Materials, and Resources	Virtual Classroom Egg Workbook Google Classroom and internet Culinary laboratories

	Name of Course: Team Members: Number of Days:	
Unit	3 Quick Breads - Equipment & Techniques	
Essential Questions	Can my students answer these questions: What is Gluten and what does it do? What is a leavener and what is its role? Can you differentiate the difference between the Muffin Method and the Biscuit Method?	
Content Standards	2.A.01.06 Show exemplary appearance and hygiene. 2.A.02.02 Develop cleaning and sanitizing schedule and procedures for equipment and facilities. 2.B Fundamentals of Food Service 2.B.01.01 Demonstrate hand tool and equipment operation, emphasizing technique. 2.B.01.04 Explain and demonstrate liquid and dry measures. 2.B.01.05 Explain mise en place. 2.B.01.06 Read, analyze and follow a standard recipe. 2.B.01.07 Identify ingredients used for cooking and baking	
Concepts and Subskills	.D Fundamentals of Utility Services 2.D.01 Demonstrate utility services. 2.D.01.01 Perform dishwashing services. 2.D.01.03 Clean and sanitize kitchen work areas. 2.D.01.04 Clean and sanitize stationary equipment.	Practices Group: Individual: Culinary: Nutrition:
Content Objectives (Student Friendly Language)	1. Group work- <i>Strengthen</i> Communication & Collaboration 2. Individual - <i>Continue</i> practice safety & sanitation roles 3. Culinary skills- measuring, reading recipes, stove and oven usage 4. Work with the proper tools. 5. Use specific newly learned techniques for working with Quick Breads	
Content Vocabulary	Tier One Vocabulary	

	Mix Wet Dry Bowl Spoon
	Tier Two Vocabulary
	Analyze Combine Describe Research Incorporate demonstrate
	Tier Three Vocabulary
	Cut-in Knead Pastry Blender Dredge Gluten Rise
Assessments, Products, Projects	Leavening Lab (rise) Muffin Experiment (Gluten) Culinary labs Tool Relay
Text, Materials, and Resources	Quick Breads Presentation Quick Bread Blooket

	Name of Course: Team Members: Number of Days:
Unit	# 4 -The Nutritious Unit
Essential Questions	Can my students explain the My Plate diagram? Can the students read a food label? Can the students name the 6 Major Nutrients?
Content Standards	Through the study of Improving Nutrition students will: 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food Through the study of Safe and Adequate Food Supply students will:

	3.17 Identify the effects of food preparation techniques on the nutritional value of the food 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows 3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food	
Concepts and Subskills	2.D.01.01 Perform dishwashing services. 2.D.01.03 Clean and sanitize kitchen work areas. 2.D.01.04 Clean and sanitize stationary equipment. 3.6 Describe personal hygiene and safety measures used in preparing foods 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food Through the study of Communication students will: 7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment Through the “PRACTICE” (study) of Peer Relationships students will: 7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others	Practices: Culinary Nutrition Recipe Labs Nutrient Promotional Project Blooket Game Sanitation Labs Self Directed Nutritional Journey :Tic Tac Toe
Content Objectives (Student Friendly Language)	- Students will work in a cooperative fashion. - They will progress in their culinary skills and practice. - Nutrient discussion and games specific to this unit. - Academically students will address, reflect and identify unit vocabulary, techniques and how best to use these together. - Recipes that involve more nutritionally rich recipes. - Present a Nutrient Promotional Project.	
Content	Tier One Vocabulary	

Vocabulary	Water Vitamin Protein
	Tier Two Vocabulary
	Analyze Combine Describe Research Incorporate demonstrate
	Tier Three Vocabulary
Assessments, Products, Projects	Nutrient
	Nutritious
	Carbohydrate
	Mineral
Text, Materials, and Resources	Nutrient Promotion: https://docs.google.com/document/d/1foAb5uIbH2zJu22E4AjcVo0uoYrf9JXAIU-ci-z933I/edit?usp=sharing Blooket game Power Points (Nutrient & My Plate) Follow-up: https://docs.google.com/presentation/d/19AodHOBua-cucqgtX451UDOOQkmmGULyDYammKyLfVPA/edit?usp=sharing Recipe review: https://docs.google.com/presentation/d/1HslAY2mucLIwBGodAUJz9tuxtn7qMLkIQsC7EwcIkcg/edit?usp=sharing
	Nutritious Unit Manual: https://docs.google.com/presentation/d/1Cs9937KC-DhDOBoPSN4h3uHgXJNS36gVELuUK3dPBrs/edit?usp=sharing
	Major Nutrients Powerpoint: https://docs.google.com/presentation/d/1kYHw3gmGjVVbmZFYvhPFLhKgbnIOw2qLqOKsriem0lk/edit?usp=sharing
	My Plate Powerpoint: https://docs.google.com/presentation/d/1-t3etM0NID0YBbBbbIBDnTCjG_iN3nRZbEKB-SQIVN4/edit?usp=sharing

Name of Course: Nutrition 1	
Team Members:	

	Number of Days:	
Unit	Unit 5 Sauces	
Essential Questions	Do my students know what roux is? And do they understand how and why it is used? Soups are usually very healthy and most start as sauces. Can my students explain the layering process? Can they tell me what a Mother Sauce is?	
Content Standards	2.B Fundamentals of Food Service 2.B.01 Apply the fundamentals of food service. 2.B.01.01 Demonstrate hand tool and equipment operation, emphasizing technique. 2.B.01.06 Read, analyze and follow a standard recipe. 2.B.01.07 Identify ingredients used for cooking and baking. 2.F.03.02 Identify and prepare 5 mother sauces. 2.F.03.03 Identify and prepare intermediate and small sauces. 2.F.03.04 Identify and prepare non-roux-based sauces. 2.F.03.05 Identify and use thickening agents.	
Concepts and Subskills	Saute vegetables Sauce making experiment Make a roux	Practices from: Practices in Sanitation lessons and labs, Culinary labs will reiterate good practice. 1. Kitchen Sanitation 2. Knife skills D Fundamentals of Utility Services 3. 2.D.01 Demonstrate utility services. 4. 2.D.01.01 Perform dishwashing services. 5. 2.D.01.03 Clean and sanitize kitchen work areas. 2.D.01.04 Clean and sanitize stationary equipment.
Content Objectives (Student Friendly Language)	Culinary Labs • Tools & Equipment • Culinary practices • Group cooperation & collaboration • Sanitation	
Content Vocabulary	Tier One Vocabulary	
	Heat Stir blend	
	Tier Two Vocabulary	
	Layer Incorporate Starch Swell Poach Mock	
	Tier Three Vocabulary	

	Roux Veloute' Saute' Temper (verb/eggs)
Assessments, Products, Projects	Sauce Lab: https://docs.google.com/presentation/d/1qREEJwlpmp2POpODGNaLK6x4fI0zTUsaNBgiZMZI8_g/edit?usp=sharing Culinary Labs: Tomato, Hollandaise, Veloute and Bechamel Sauce Survey : https://docs.google.com/forms/d/e/1FAIpQLScWeZyKdIHm_AGUyaJL_IYPNWWQheQ-IYjOh8w1nMUY3UTngw/viewform
Text, Materials, and Resources	Mother Sauces Document: https://docs.google.com/document/d/1okKnfrsiGmr7yT1d1w9VQeJHNIbIA13ztkrbH-oJrI/edit?usp=sharing Recipes