

Course: Advanced Foods Unit #: 2 Culinary Basics	Year of Implementation: 2022-2023
Curriculum Team Members: Stacey Shaaltiel sshaaltiel@lrhsd.org , Lana Jones ljones@lrhsd.org , Margaret Molz mmolz@lrhsd.org , Lynne Ritter lritter@lrhsd.org	
Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
Unit Standards: ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. ● 9.4.12.CT.2: <i>Explain the potential benefits of collaborating to enhance critical thinking and problem solving .</i> ● 9.4.12.CT.3: <i>Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</i> ● 9.4.12.CT.4: <i>Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</i> ● ● 9.4.12.IML.1: <i>Compare search browsers and recognize features that allow for filtering of information.</i> ● 9.4.12.IML.2: <i>Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</i> ● 9.4.12.IML.3: <i>Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.</i> ● 9.4.12.IML.4: <i>Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</i> ● ● 9.4.12.IML.8: <i>Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> ● 9.4.12.TL.1: <i>Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i>	

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Transfer Goal: Students will be able to independently use their learning to prepare global recipes in the home, school and work environments.

As aligned with LRHSD Long Term Learning Goal(s):

apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community
 make healthy lifestyle choices as consumers
 manage finances and budgets responsibly
 communicate and collaborate effectively in a variety of professional and personal situations
 seek and attain employment, especially in FCS-related fields
 develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that. . .

EU 1

- recipes are guidelines for a successful outcome.

Essential Questions

EU 1

- How can following recipe directions lead to a successful outcome?
- How can not following recipe directions affect the outcome of a product?

<i>EU 2</i> <i>proper measurements and techniques are required for a successful completion of a recipe.</i> <i>EU3</i> <i>preplanning and having an organized workspace will lead to a successful outcome.</i> <i>EU4</i> <i>global ingredients require a variety of preparation techniques.</i> <i>EU5</i> <i>herbs and spices play a key role in global cuisine.</i>	<i>EU 2</i> <i>What would the results of a recipe be if measurements were not followed correctly?</i> <i>What would the results be if the proper techniques were not followed in a recipe?</i> <i>EU3</i> <i>How will mise en place lead to a successful outcome in a product?</i> <i>Why is reading the directions before beginning a recipe important?</i> <i>EU4</i> <i>How does knowledge of cooking terms lead to the successful execution of a recipe?</i> <i>How do different ingredients and techniques affect a recipe?</i> <i>EU5</i> <i>Why is it necessary to flavor recipes?</i> <i>How would a recipe outcome be affected by different herbs and spices?</i> <i>What impact does flavor play in a recipe?</i>
<u>Knowledge</u> Students will know . . . <i>EU 1</i> <i>the importance of following the recipe directions. (9.4.12.Cl.1, 9.4.12.CT.3, 9.4.12.TL.4, 9.4.12.CT.4,</i>	<u>Skills</u> Students will be able to. . . <i>EU 1</i> <i>interpret a recipe. (9.4.12.Cl.1, 9.4.12.CT.3, 9.4.12.CT.4, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.3,</i>

9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.8, 9.4.12.TL.1)

EU 2

- *the proper techniques for measuring dry and liquid ingredients. (9.4.12.Cl.1, 9.4.12.TL.4, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.8, 9.4.12.TL.1)*

EU 3

- *for success in the kitchen, pre-planning is essential. (9.4.12.Cl.1, 9.4.12.CT.3, 9.4.12.TL.4, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.3)*

EU 4

- *the definition of cooking techniques and knowledge of different ingredients. (9.4.12.Cl.1, 9.4.12.CT.3, 9.4.12.TL.4, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.1, 9.4.12.IML.3, 9.4.12.TL.1)*

EU 5

- *the impact of spices and herbs for flavor. (9.4.12.Cl.1, 9.4.12.CT.1, 9.4.12.TL.4, 9.4.12.CT.4, 9.4.12.IML.8, 9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.3, 9.4.12.TL.1)*

9.4.12.IML.8, 9.4.12.TL.1)

EU 2

- *properly measure dry and liquid ingredients. (9.4.12.Cl.1, 9.4.12.CT.4, 9.4.12.TL.4, 9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.8, 9.4.12.TL.1, 9.4.12.TL.1)*

EU 3

- *mise en place ingredients. (9.4.12.Cl.1, 9.4.12.Cl.3, 9.4.12.TL.4, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.3)*

EU 4

- *Prepare recipes using various cooking techniques. (9.4.12.Cl.1, 9.4.12.Cl.3, 9.4.12.CT.2, 9.4.12.TL.4)*
- *Select appropriate ingredients for their recipe. (9.4.12.Cl.1, 9.4.12.Cl.3, 9.4.12.CT.1, 9.4.12.TL.4, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.1, 9.4.12.IML.3, 9.4.12.TL.1)*

EU 5

- *use spices and herbs to add flavor in recipes (9.4.12.Cl.1, 9.4.12.CT.1, 9.4.12.CT.3, 9.4.12.TL.4, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.8, 9.4.12.TL.1)*

Stage Two - Assessment

Other Evidence:

- Food Labs/practical
- Recipe Search
- Teacher Demonstrations
- Observations
- Lab Reports

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Introduce the lab report **(A,M, EU3)**
- Recipe Review **(A,M, EU1)**
- Teacher demonstration on proper measuring techniques for dry and liquid ingredients **(A,M, EU1, EU3)**
- Volume vs mass measurement activity **(T, EU1)**
- Powerpoint presentation for various topics including measurement, prep and cooking techniques **(A, EU1)**
- Selecting labs and reviewing recipes **(M, EU1, EU3)**
- Properly executing various recipes **(T, EU3, EU4)**
- Herb and spice lab **(A, M, EU1, EU2, EU3, EU4, EU5)**
- Meatball lab **(A, M, EU1, EU2, EU3, EU4, EU5)**
- Blank map of the region for labeling spices/herbs **(A, M, EU5)**
- Taste Testing - sampling traditional foods **(A,M EU5)**
- Journal Entries throughout the unit **(A,M, EU3)**
- Ingredient Sort - students will be given a list of common ingredients used in the region. They will have to sort them based on where they are used in Europe. **(M, EU5)**
- Restaurant Menu Translation - students will select a menu from an ethnic restaurant that serves European cuisine. The students will use prior knowledge of traditional food and terms to determine what each food item on the menu contains. **(M, T, EU, EU4, EU5)**

- Menu and Recipe selection - students will research recipes that represent a country in the region. Recipes must meet criteria for traditional dishes of the region. Kitchen groups will then prepare them using proper food preparation techniques and applying correct safety and sanitation guidelines. **(M, T, EU1, EU2, EU3, EU4, EU5)**
- Recipe Ingredient Swap - Kitchen units will adapt a basic recipe to represent a global meal. The correct spices as well as preparation methods will be used. **(T, EU1, EU2, EU3, EU4, EU5)**
- Chopped Challenges using ingredients inspired by global units. **(A, M, T, EU1, EU2, EU3, EU4, EU5)**