

Course: <i>Culinary Arts</i> Unit #2: <i>Culinary Basics</i>	Year of Implementation: 2023-2024
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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: <i>(keep each of the following headings in place)</i> ○ Content Standards 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. ● 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. ● 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. ● 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. ● 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. ● 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using digital media outlets. ● 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.3 Career Awareness, Exploration, and Preparation ● 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities.	

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion [\(N.J.S.A. 18A:35-4.36a\)](#) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to safely and efficiently utilize kitchen tools and equipment when preparing recipes*

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. Communicate and collaborate effectively in a variety of professional and personal situations. Develop skills and technical profamily life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- proper use of knives and kitchen tools is essential for safety in the kitchen environment

EU 2

Essential Questions

EU 1

- What can happen when you don't use knives and kitchen tools properly in the kitchen?
- How can knives and cutting tools be used to create attractive food presentations?

- choosing the correct tool for the task is one of many components that leads to efficiency and success when preparing a recipe. <i>EU 3</i> - preparing foods using the proper equipment is one of the keys to success in the commercial kitchen. <i>EU 4</i> - there are safety concerns when utilizing commercial hand tools and appliances. <i>EU 5</i> - proper maintenance of kitchen equipment leads to safer usage, better work flow, and longer operational life.	<i>EU 2</i> - How can choosing the correct cutting tool lead to a successful outcome when preparing a recipe? <i>EU 3</i> - How could using the correct equipment impact one's experience in the commercial kitchen? <i>EU 4</i> - What could happen if there is a lack of understanding of various safety concerns relating to each piece of commercial equipment? <i>EU 5</i> - How does preventive maintenance play a key role in the flow of work and the safety/sanitation in a properly functioning commercial kitchen?
<u><i>Knowledge</i></u> <i>Students will know . . .</i> <i>EU 1</i> - proper knife handling.(9.3.12.C.2) - terminology for basic cutting techniques.(9.3.12.C.2) - knives and cutting tools can be used to create artistic food displays (9.3.12.C.2) <i>EU 2</i> - functions and use of kitchen tools.(9.1.12.A.1) <i>EU 3</i>	<u><i>Skills</i></u> <i>Students will be able to. . .</i> <i>EU 1</i> - hold knives safely.(9.3.12.C.2) - use basic cutting techniques properly.(9.3.12.C.2) - Identify basic garnishes.(9.3.12.C.2) - interpret recipe directions successfully.(9.3.12.C.2) <i>EU 2</i> - select the appropriate tool for the required task.(9.1.12.A.1) <i>EU 3</i> - select the appropriate equipment for completing a

• types of equipment and their functions in commercial kitchens.(9.1.12.A.1) <i>EU 4</i> • safe handling guidelines for all commercial hand tools and equipment.(9.1.12.C.4) <i>EU 5</i> • benefits of doing preventive maintenance on equipment and tools of the trade.(9.1.12.C.5) • steps in conducting preventative maintenance on equipment and tools.(9.1.12.C.5)	specific task.(9.1.12.A.1) <i>EU 4</i> • safely use kitchen equipment to prepare recipes.(9.1.12.C.4) <i>EU 5</i> • create a checklist of items that must be addressed when maintaining equipment and hand tools.(9.1.12.C.5) • properly maintain equipment.(9.1.12.C.5)
Stage Two - Assessment	
<u><i>Other Evidence:</i></u> • Lab Activities • Student demonstration of skill competencies • Identification and Terminology Tests • Teacher and Peer Observations • Quizzes and Tests • Journal Entries • Ticket to Leave, 3-2-1	

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} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):

- PowerPoint or other presentation format showing pieces of equipment (A, EU2)
- Introduce a floor plan of a commercial kitchen detailing equipment placement. (A, M, EU2)
- Research online sources for Commercial Equipment. (A, M, EU2)
- Safety DVDs, YouTube videos and other technologically enhanced forms of communication to convey information. (A, EU2)
- Research the Occupational Safety and Health Administration (OSHA) website for a preventive maintenance list for the safe use of several pieces of large equipment. (A, M, EU2)
- Students will use templates to create a functional floor plan of a commercial kitchen. (T, EU2)
- Guest Speakers in the field of Food Service or Occupational Safety (A, EU3, EU4)
- Field trip to observe commercial equipment (M, EU3, EU4)
- Graphic organizer showing the various equipment needed in a commercial kitchen.(A, M, EU1)
- Introduction of recipe formats through the form of worksheets and handouts. (A, EU1)
- Teacher demonstrations of proper measuring tools and techniques (A, EU1)
- Converting measurement systems using online resources. (A, M EU2)
- Lab activities using various measuring techniques.(M, EU1)
- Using the conversion factor to adjust recipe yield. (A, M, EU2)
- Teacher demonstrations of measuring tools and techniques. (A, M, EU1)
- Guest speaker: Pastry chef. (A EU3, EU4)
- Digital media demonstration of accurate measuring techniques and recipe conversions. (A, M, EU1)
- Lab activities converting English measurement units to Metric. (A, M, T, EU1)