

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, 2020
Previous Revision: June, 2023
Current Revision: June, 2026
Board Approval: 8/24/26

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 career 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.

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Provide opportunities to investigate a topic of personal interest related to Family and Consumer Sciences through research, presentations, or product development. Encourage students to analyze current industry trends, emerging technologies, sustainability practices, nutrition research, or consumer issues using credible sources. Assign leadership roles during labs, collaborative projects, peer mentoring, demonstrations, or classroom management activities. Provide enrichment tasks that require deeper analysis, innovation, entrepreneurship, or real-world applications. Challenge students to solve authentic problems involving	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. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate. 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 conditions, and adaptive equipment. Preview materials to increase interest Use organizing tools Highlight key ideas	Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping Provide student exemplars to communicate expectations Provide immediate feedback when applicable Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended time to complete assignments

budgeting, nutrition planning, sustainability, food insecurity, product design, or family resource management. Utilize advanced digital tools for research, design, data analysis, budgeting, multimedia presentations, or culinary planning. Permit students to establish personal learning goals and timelines for long-term projects.	addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. Use KWL Charts Slowly expand the amount of material being learned. Maintain consistent classroom procedures/routines for prediction and comfort level. Assign buddies/peer tutors to assist with acclamation to the school environment. 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. Use of bilingual dictionaries Use of visual aids (teacher made adaptations, outlines, study guides)	Use questioning techniques to elicit prior knowledge Repeat and clarify directions Segment techniques and task analysis Props/manipulatives to relate to experience Simulations Games/puzzles to generalize information Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments	Provide copy of class notes
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		Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments	
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PACING GUIDE:

Culinary Arts II	
The Laboratory Reintroduction	2 weeks (209 minutes/week)
Food Safety and Sanitation	1 week (209 minutes/week)
Understanding and Interpreting Recipes	1 week (209 minutes/week)
International Cuisine	12 weeks (209 minutes/week)
Related Careers in Culinary and Nutrition	1 week (209 minutes/week)
American Regional Cookery	2weeks (209 minutes/week)
Seasonal Foods	3 weeks (209 minutes/week)
Fast Fix Fridays	1 week and Fridays throughout the year
Pastry	3 weeks (209 minutes/week)
Cake Decorating	2 weeks (209 minutes/week)
Advanced Yeast Breads	3 weeks (209 minutes/week)
Pasta	3 weeks (209 minutes/week)
Appetizers	2 weeks (209 minutes/week)

Unit 1 Title: The Laboratory Reintroduction					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: The Laboratory Reintroduction Content Statement: This unit focuses on student recall of content learned in Culinary 1. Measuring, safety, basic equipment use, safety, sanitation, preparation, lab procedures, and responsibilities will all be revisited. Essential Question: - Why is measuring so important in recipes? - How do we properly care for and use basic equipment in the lab? - What are the proper lab procedures and responsibilities ?	Students will be able to: - 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.	- Review Basic Skills - Teacher Demonstrations - Teacher / Student Discussions - Re-entry Lab - Discussion and Review on Culinary II Lab Plan	9.3.12.AG-FD.1 9.3.12.AG-FD.3 9.4.12.CI.1 9.4.12.CI.3 9.4.12.TL.1 Interdisciplinary Connections: Math: Using fractions for measuring.	Formative - Skills evaluation - Student participation in all activities and labs - Teacher observation of participation, activities and lab procedures Summative - tests - Presentations Benchmark: Presentation of usage of different tools and equipment in the kitchen. Alternative Assessment: Students choose kitchen equipment and create an educational video with instructions on how to use it.	- Laptop - Internet - The Guide to Good Food Text book

Unit 2 Title: Food Safety and Sanitation					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic:Food Safety and Sanitation Content Statement: In this unit students will revisit the basic safety and sanitation requirements in the kitchen with regards to foodborne illness, temperature danger zone, sanitary practices, behavior expectations, heat, knives and slip hazards. Essential Question: - What is the temperature zone with regards to food? How do we avoid it? - What are some of the illnesses involved with food contamination? - How do we	Students will be able to: - Increase their understanding of sanitation requirements in the lab. - Follow all safety and health rules and regulations	- Increase their understanding of sanitation requirements in the lab - Follow all safety health - Rules and regulations	9.3.12.AG-FD.1 9.3.12.AG-FD.3 9.4.12.CT.1 Interdisciplinary Connections: Science: Foodborne illnesses and presence of bacteria Language arts: Vocabulary for infections Math: Handling temperature and time	Formative - Skill evaluation - Student participation in all activities - Teacher observations of lab procedures Summative - Tests - Food borne illness presentations Benchmark: Presentation on foodborne illnesses demonstrating knowledge of causes.	Food Safety DVD Teacher Lecture Fact Sheets <i>Guide to Good Food</i> Textbook Internet Class Discussion Laptops

avoid cross contamination • How should kitchens, tools and utensils be cleaned? • How is space awareness and behavior important in the kitchen? • How do you properly handle knives? • How do you avoid potential slips and falls? • Electrical shock? • Burns? • Broken glass? • What should be done in the event of these accidents?					
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Unit 3 Title: Understanding and interpreting Recipes					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Understanding and Interpreting Recipes (skills and ingredients) Content Statement: This unit focuses on the importance of following the steps in a recipe, measuring, adaptations, analysis, proper cuts of food items, functions of ingredients, cost and waste. Essential Question: • Why is following the quantities and steps in a recipe crucial? • When can and can't a recipe be modified? • What substitutions can be made? • How do we stay cost effective in the kitchen and	Students will be able to: • Develop skills in reading, interpreting, 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	• Cooking terminology assignment • Create your own casserole project • Recipe research • Student labs • Fast fix friday labs	9.3.12.AG-FD.3 9.4.12.CT.1 9.4.12.CT.2 Interdisciplinary Connections: Language Arts: Vocabulary, reading and interpreting recipes. Math: Understand fractions and decimals for recipe measurements	Formative • Quizzes • Evaluation of finished product • Sampling of student projects • Teacher observation of student performance • Exit tickets Summative • tests • Evaluation of finished product • Peer reviews Benchmark: Organize a recipe from different sections of a recipe	• Activity sheets • Laptops • Textbooks • Supplies for labs • Market orders •

limit waste? • How do we determine what has gone wrong in a finished product? • How do we execute the proper knife skills as written in the ingredient section of the recipe?					
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Unit 4 Title: Cultural Aspects of Food: International Cuisine					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic:Cultural Aspects of Food: International Cuisine Content Statement: This unit focuses on the importance of international cuisine, culture, and history. Essential Question: - How has international cuisine and culture shaped the United States? - What seasonings, herbs, spices and foods are native to these cultures? - How are these dishes prepared?	Students will be able to: - 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.	Student labs: Variety of Cuisines(may include, but not limited to) - Italian - German - Asian - French - Irish - Jewish - Mexican - Mediterranean - Middle Eastern Student research on their family backgrounds Ethnic food variety lab Teacher Demos Regional Projects/presentations Activity sheets Guest speakers	9.3.12.AG-FD.2 9.3.12.AG-FD.4 9.4.12.CI.1 9.4.12.CI.3 Interdisciplinary Connections: Social Studies: Study the history of traditional food of a country World Languages: Identify vocabulary in the target language to describe ingredients and names of dishes	Formative - Teacher Observation of student performance - Evaluation of finished product Summative - Tests - Projects Benchmark: Lab: Recipe research of an international dish and execution of the final product Alternative Assessment: Students participate in an International Food Festival and create a traditional dish from their own cultural heritage	- Videos on Cultural Cuisine - Internet - Food supplies - Textbook - Laptop - Lab experiences

Unit 5 Title: American Regional Foods					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic:American Regional Foods Content Statement: This unit focuses on the seven regions of the US and the foods that originally shaped those regions. Essential Question: - Which cultures and cuisines have had strong influences on the various areas of the US? - What ingredients are easily found in these areas that make these cuisines possible? - How are these foods prepared?	Students will be able to: - 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.	- 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.	9.3.12.AG-FD.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.IML.2 Interdisciplinary Connections: Geography: Research the influence of geography on the dish of a specific state Social Studies: Research the influence of certain events on the development of traditions dishes of an area	Formative - Student participation in labs - Activity sheets Summative - Tests - Presentations - Research projects Benchmark: Presentation lab of specif area of the country and its traditional cuisine	- Textbooks - Laptops - Internet - Handouts - Activity sheets - Videos - Food supplies

Unit 6 Title: Related Careers in Culinary and Nutrition					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Related Careers Content Statement: This unit will focus on careers and new developments in the industry while understanding the history of famous chefs that have influenced cuisine throughout the years. Essential Question: - What careers are available in the world of cuisine and hospitality - What are the latest trends in food and dining? - How has current cuisine been influenced by famous chefs	Students will be able to: - 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	- Discussion - Career Exploration - The Great Chefs Series - Student Labs - Guest Speaker	9.3.12.AG-FD.4 9.4.12.CI.2 9.4.12.CI.3 9.4.12.IML.7 9.4.12.IML.9 Interdisciplinary Connections: Social Studies: Research the history and background of famous chefs World Language: Influence of the French language on culinary terminology	Formative - Teacher Observation of student performance - Student Participation in all activities Summative - Presentations - Laboratory Evaluation Benchmark: Celebrity Chef project	- Laptops - Internet - Food Supplies - Lab Experiences - Guest Speakers

Unit 7 Title: Seasonal Foods					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Seasonal Foods Content Statement: This unit will focus on the awareness of seasonal foods available locally, while developing skills in their preparation. Essential Question: - What foods are available seasonally in the state of NJ - What are the benefits of eating and preparing foods grown during this time with regards to the environment, nutrition, global impact and freshness? - How did our ancestors prepare these foods? - What types of dishes can be prepared using these seasonal foods?	Students will be able to: - 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.	- Student Labs - Teacher Discussions - Market orders - Recipe research - Presentations	9.3.12.AG-FD.2 9.4.12.CT.1 9.4.12.IML.5 Interdisciplinary Connections: Science: Investigate how climate, weather, and growing seasons affect crop production and food availability. Health: Evaluate the nutritional benefits of consuming fresh seasonal produce.	Formative: - Observation of Student performance - Student Participation in all activities Summative: - Presentations - Evaluation of finished product Benchmark: Students research New Jersey seasonal produce, design a seasonal menu, and prepare one recipe using locally available ingredients.	- Food Supplies - Text book - Laptop - Internet - Laboratory Experiences

Unit 8 Title: Fast Fix Fridays					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Fast Fix Fridays Content Statement: In this unit, students will have the opportunity to educate peers by choosing, budgeting, and preparing their meal in front of an audience. Time management, communication and application of skills will be the main goal. Essential Question: - How do Culinary educators and chefs prepare for entertaining and feeding a live audience? - What skill sets are involved in preparation? - How are communication skills valuable in this lab?	Students will be able to: - 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.	- Recipe Research - Market Orders - Teacher/Student Discussions - Food Preparation Presentations	9.1.12.PB.2 9.1.12.PB.3 9.1.12.PB.4 Interdisciplinary Connections: Mathematics: Develop budgets, calculate recipe costs, and adjust recipe yields. Language Arts: Deliver clear oral presentations and demonstrations while explaining cooking procedures.	Formative: - Observation of Student performance - Peer review of lab executions - Exit ticket - Student Participation in all activities - Attentiveness as an audience member Summative: - Evaluation of finished product - Completion of Market Order Benchmark: Students plan, budget, prepare, and present a "Fast Fix" recipe to the class while demonstrating effective communication, time management, and culinary skills.	- Internet - Laptops - Food Supplies - Market Orders

Unit 9 Title: The Art of Food: Pastry					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: The Art of Food:Pastry Content Statement: The Art of pastry is in a class of its own. Preparation and execution are timely, requiring many steps with close attention to detail. Through practice, students will be able to challenge their creativity and skillset. Essential Question: - How do pastries vary in terms of taste and execution? - Why is paying attention to details such as chill times, cutting in, and finishing technique so important?	Students will be able to: - 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	- Teacher Demos - Pie Variety Lab - Internet Research - Student Labs - Corresponding worksheets	9.3.12.AG-FD.3 9.4.12.CT.2 Interdisciplinary Connections: Chemistry: Explore the chemical reactions of baking ingredients including leavening agents, fats, and gluten development. Mathematics: Calculate ingredient measurements and recipe conversions accurately.	Formative - Observation of Student performance - Student Participation in all activities Summative: - Evaluation of finished product Benchmark: Students prepare a pastry product using advanced techniques and evaluate the final product based on appearance, texture, flavor, and execution.	- Internet - Laptops - Food Supplies - Market Orders - Activity Sheets

Unit 10 Title: The Art of Food: Cake Decorating					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: The Art of Food: Cake Decorating Content Statement: Cake decorating takes practice, patience and a certain skillset. Icings, decorating and baking all come together in this unit and a higher level of attention to detail is needed for success. Essential Question: - Why is time, patience and attention to detail so important in this unit? - What are the different types of cake, icing and decorating techniques utilized?	Students will be able to: - 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	- Teacher Demos - Cupcake Variety Lab - Student Labs - Corresponding worksheets - Internet Research	9.3.12.AG-FD.1 9.4.12.CI.1 9.4.12.CT.2 Interdisciplinary Connections: Visual Arts: Apply artistic principles of color, balance, proportion, symmetry, and design to cake decoration Mathematics: Scale recipes and calculate decorating proportions and serving sizes.	Formative: - Observation of Student performance - Student Participation in all activities - Completion of Market Order Summative: - Evaluation of finished product - Guest judge competition Benchmark: Students design, bake, decorate, and present a themed cake demonstrating advanced decorating techniques, creativity, and professional presentation skills.	- Cake Decorating Video - Cake Decorating Cookbooks - Food Supplies - Internet - Laptops - Market Orders

Unit 11 Title: Advanced Yeast Breads					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Advanced Yeast Breads Content Statement: In this unit students will recall their skills learned in Culinary 1: Yeast Breads while advancing their skill set through more elaborate techniques. Essential Question: What are the basic steps in yeast bread preparation and how do they vary in the execution, skillset and preparation in Culinary 2> ?	Students will be able to: - 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	- Teacher Demo - Student Labs - Yeast Bread Research	9.3.12.AG-FD.2 9.3.12.AG-FD.3 9.4.12.CI.1 9.4.12.CT.1 Interdisciplinary Connections: Biology: Examine the fermentation process and the role of yeast in bread production. Chemistry: Investigate gluten formation and factors affecting dough development.	Formative - Observation of Student performance - Student Participation in all activities - Completion of Market Order Summative - Tests - Evaluation of finished product Benchmark: Students prepare an advanced yeast bread product while documenting the fermentation process and evaluating how preparation techniques affect the final product.	- Laptops - Internet - Food Supplies - Market Orders

Unit 12 Title: Pasta					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Pasta Content Statement: Applying and expanding upon skills learned in Culinary 1 plays a strong role in this unit. Additionally, students will explore the skillset of preparing home made pasta from scratch and exploring new combinations of ingredients and sauces. Essential Question: - How does pasta preparation and cooking time differ from store bought to home made pasta from scratch? - What are the proper pairings of sauces and ingredients for the various types of pasta and why is texture and weight so important?	Students will be able to: - Apply principles of pasta cookery from Foods I - Prepare a variety of homemade pastas - Prepare sauces to pair with their pasta	- Teacher Demo - Student Labs - Pasta Variety Lab Research - Pasta Variety Lab	9.3.12.AG-FD.2 9.4.12.CI.1 9.4.12.CT.2 Interdisciplinary Connections: World Languages: Explore Italian culinary terminology and regional pasta traditions. Social Studies: Investigate the historical development of pasta and its influence on world cuisine.	Formative: - Observation of Student performance - Student Participation in all activities - Completion of Market Order - Exit ticket Summative: - Peer review - Evaluation of finished product Benchmark: Students prepare homemade pasta and an appropriate sauce while explaining the relationship between pasta shape, texture, sauce selection, and cultural traditions.	- Laptops - Internet - Food Supplies - Market Orders

Unit 13 Title: Appetizers

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic:Appetizers Content Statement: Appetizers show up in a variety of meal settings, from being a main attraction at a superbowl event to an appetite teaser before a meal. Taste, color, texture and variety make this preparation interesting. All will be explored in this unit. Essential Question: What role do appetizers play in a variety of settings and why is color, taste, texture and variety important?	Students will be able to: - 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	- Teacher Discussion - Student Labs - Appetizer Internet Research - Appetizer Variety Labs	9.3.12.AG-FD.4 9.4.12.CI.1 Interdisciplinary Connections: Visual Arts: Apply principles of plating, color, texture, and visual presentation when creating appetizers. Health: Evaluate portion size and nutritional considerations when planning appetizers.	Formative: - Observation of Student performance - Student Participation in all activities - Completion of Market Order - Quizzes - Exit ticket Summative: - Peer review - Evaluation of finished product Benchmark: Students design and prepare a variety of appetizers for a themed event, demonstrating appropriate preparation techniques, portion control, creativity, and professional presentation.	- Laptops - Internet - Food Supplies - Market Orders