

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, NJ
Pascack Valley High School, Hillsdale, NJ**

Course Name: CULINARY ARTS I

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

Course Description: Culinary Arts I

Culinary Arts skills and techniques will be developed and applied to real life situations. Basic skills include but are not limited to: safety and sanitation, measuring, abbreviations and equivalents, function of ingredients, equipment in the home, and knife skills. Students will participate in a variety of daily hands-on laboratory preparation experiences 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	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

authentic problems involving 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 I	
The Laboratory Procedures Safety and Sanitation	3 weeks (209 minutes/week)
Basic Food Preparation- Grains – Breads(quick/yeast), Cereals, Rice, Pasta, unique grains, Cookies	14 weeks (209 minutes/week)
Basic Food Preparation- Milk & Dairy	4 weeks (209 minutes/week)
Basic Food Preparation- Proteins	6 weeks (209 minutes/week)
Basic Food Preparation- Fruits and Vegetables	5 weeks (209 minutes/week)
Nutrition	4 weeks (209 minutes/week)

Unit Title: The Laboratory

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: The Lab Content Statement: This unit sets the foundation for the rest of the units throughout the year. It establishes guidelines for safe food handling, proper knife skills, measuring and time management. Essential Question: - Why is kitchen safety and sanitation so important? - What dangers can be avoided by practicing these techniques? - Why is following directions in a recipe, measuring and knowledge of ingredients in	Students will be able to: - Become familiar with safety and health procedures in the foods lab - Understand the importance of hygiene, sanitation, cross contamination and food borne illness - Become familiar with proper dishwashing techniques - Develop the skills necessary for proper measuring techniques - Gain knowledge about abbreviations and equivalents.	“Pretest” - Safety Hazard Hunt - Safety worksheet - Teacher/student discussion on safety and health procedures. - Measuring demonstration and worksheet - Overview of Lab procedures - Location of equipment and supplies - Scavenger Hunt <i>Function of Ingredients</i> activity Sheet - Parts of a recipe/order of ingredients activity	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. Science: Foodborne illnesses and presence of bacteria	Formative - Teacher observation of student performance - Student participation in all activities - Student Labs (Measuring, Dish-washing) - Activity Sheets - Scavenger Hunt of kitchen tools - Students recognize items of an unsafe kitchen Summative - Tests on safety, measuring, equipment usage and knife skills Benchmark:	- Laptops - Safety worksheet - Safety video - Measuring worksheet - Time-work plan - Measuring videos - Textbooks - Internet - Food Supplies

the lab and functions of ingredients essential to completing a desirable product? • What are the responsibilities of each job role in the kitchen and why is it important to maintain communication?	• Become familiar with proper lab procedures and responsibilities. • Acquire knowledge about cooking terminology • Become familiar with the parts of a recipe in a sequential order • Gain skills necessary for successful food preparation. • Understand the function of ingredients in a recipe • Identify equipment and its proper use. • Develop proper knife skills for safety and interpreting cuts in a recipe	• Knife Skills Chopping Activity • Interpreting knife skills in a recipe • Internet research • Dishwashing activity		Application skills learned in making chocolate chip cookies. (Proper measurement and outcome of product)	
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Unit Title: Basic Food Prep:Grains, Breads, Cereals, Rice and Pasta					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Food Prep: Grains, Breads, Cereals, Rice and Pasta Content Statement: This unit focuses on Grains with tremendous depth. The grain development, gluten, recipe application, varieties, nutritional values, preparation skills with an education on their global impact area are many of the topics that will be covered. Essential Questions: - What is a grain? - What types of grains are available on the market and what are	Students will be able to: - Identify the various foods found within the Grain Food Group - Develop an understanding of the variety of grains available and their applications in recipes - Students will gain knowledge for proper preparation of pasta and rice - Acquire knowledge about the variety of rice and pasta products. - Understand the importance of the nutritive value of the grain groups and what it contributes to our diet.	- Fact Sheets - Presentations - Function Of Ingredient worksheet - Corresponding worksheets - Grains video Student Labs Quick breads Yeast breads Rice Pasta Gluten free Grain variety sustainability - Market Orders - Worksheets - Teacher-student discussions	9.3.12.AG-FD.2 9.3.12.AG-FD.3 9.4.12.CI.1 Interdisciplinary Connections: Science: Leveling agents, fast acting vs. slow rising. Development of gluten. Language Arts: Reading and interpreting the language and vocabulary in a recipe	Formative - Teacher evaluations of performance - Worksheets Summative: - Quizzes/Tests - Presentations Benchmark: Successful completion of a lab with product rising appropriately.	- Corresponding videos - worksheets - Internet - Textbooks - Lab supplies - Food supplies

their nutritional values and preparation needs? • What is gluten? Allergies associated with it? How do we develop it? • What is the science component in developing quick and yeast breads and how do we test for quality products? • What is new with regards to the sustainability impact grains have on the world?	• Develop the skills necessary for successful quick bread preparation • Acquire the skills for yeast bread preparation • Gain an understanding of the role of leavening agents related to quick breads and yeast breads • Understand the importance of gluten formation and the fermentation process as it applies to yeast breads. • Acquire knowledge about allergies associated with this food group and alternatives for special diets • Develop awareness of sustainable grains with regards to the environmental impact				
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Unit Title: Dairy					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Dairy Content Statement: Dairy plays an important role in everyday diets and cuisine. This unit focuses on the nutritional value, global impact, preparation techniques and alternatives. Essential Questions: - What role does dairy play in the human diet? - How do we prepare various types of dairy food? - What are some alternatives to Dairy for those with	Students will be able to: - Identify the various foods found within the Dairy Food Group - Develop the skills necessary for proper preparation of dairy foods. - Gain an understanding of the role of the nutrient content of dairy products and what it contributes to our diet. - Acquire knowledge about Dairy alternatives with a focus	- Fact Sheets - Internet Research - Student Labs/competitions - Market Orders/Recipe budget planning - Teacher and student discussions - Corresponding worksheets - Adapting and modifying recipes - Dairy alternative labs	9.3.12.AG-FD.1 9.3.12.AG-FD.2 9.3.12.AG-FD.4 9.4.12.CT.1 Interdisciplinary Connections: Science: The application of heat and its effect on dairy. The properties of lactose. Math: Measuring using fractions and decimals.	Formative - Teacher evaluation of student performance - Student participation in all activities - Student Labs - Worksheets Summative: Tests/Quizzes Benchmark: Labs with practical understanding of dairy science.	- Textbook - Laptops - Time work plans - Milk and dairy review games - Activity Sheets - Internet - Student Labs - Food Supplies

allergies or different diets? • What are the sustainability areas concerning dairy? • How do we differentiate cheeses and their uses?	on nutrition, allergies and sustainability • Differentiate types of cheese and their uses				
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Unit Title: Basic Food Prep:Proteins					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Basic Food Prep:Proteins Content Statement: Protein sources are varied in taste, texture, preparation, sanitation and are a critical component of the human diet. This will all be explored in this unit with an additional look at sustainability practices and alternatives to animal based proteins. Essential Questions: How are proteins prepared with regard to cooking times, safety, sanitation, technique	Students will be able to: - Identify the various foods that include protein - Develop skills necessary for proper preparation, cooking times, temperatures , techniques,safety and storage - Identify the importance in diets and alternatives to animal proteins - Explore sustainability practices associated with proteins	- Fact sheets - Internet research - Student labs/competitions - Market orders/recipe/budget planning - Teacher and student discussions - Corresponding worksheets	9.3.12.AG-FD.1 9.3.12.AG-FD.2 9.3.12.AG-FD.4 9.4.12.CT.1 Interdisciplinary Connections: Math: Cooking times and temperatures Science: Ways to manipulate protein safely without contamination	Formative: - Teacher evaluations - Student participation - Student labs - Recipe research and budgeting - Internet projects - Activity sheets Summative: - Presentations - Quizzes - Tests Benchmark: Successful outcome using a variety of proteins related to proper cooking time and temperature	- Textbook - Lap tops - Internet - Time work plans - Activity sheets - Food supplies

and storage? • What is the impact of animal protein and how can the environment and our health be better from alternative sources?					
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Unit Title: Basic Food Prep: Fruits and Vegetables					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Basic Food Prep: Fruits and Vegetables Content Statement: The world of produce offerings is vast in color, taste, texture, application, preparation, nutrition and sourcing. Students will explore these elements in this unit. Essential Questions: - What skills are necessary when working with produce with regards to preparation, nutrition, and application? - How are specific fruits and vegetables	Students will be able to: Identify the various foods found within the fruit and vegetable food group - Develop the skills necessary for proper preparation of fruits and vegetables. - Gain an understanding of the role of the nutrients found within fruits and vegetables and what it contributes to our diet. - Students will become familiar with the different types of fruits and vegetables	- Fact Sheets - Internet Research - Student Labs focusing on cooking techniques, sustainability and knife skills - Adapting and modifying recipes - Market Orders - Teacher and student discussions - Fruit Sample Tasting - Corresponding worksheets	9.3.12.AG-FD.1 9.3.12.AG-FD.2 9.3.12.AG-FD.3 9.3.12.AG-FD.4 Interdisciplinary Connections: Science: The different categories of produce. Vitamins, minerals Language Arts: Terminology used to categorize produce. Root words from Latin	Formative - Teacher evaluations - Student participation - Labs - Recipe research and budgets - Internet projects Summative: - Tests/Quizzes - Presentations Benchmark: Final presentation on different types of produce	- Textbook - Laptops/Internet - Time work plans - Activity Sheets for Each Protein Food - Food Supplies

valuable to the human diet? • How do we sustainably source and recycle various produce?	and a variety of methods used to prepare them. • Students will be able to identify and sample tropical fruits. • Develop knowledge of farm to table and local sourced foods and their effect on the environment • Students will become familiar with sustainable food waste practices • Gain an understanding of where food comes with integration of school gardens				
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Unit Title: Nutrition					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Nutrition Content Statement: This unit will focus on the importance of Nutrition in the human diet, the trends, guidelines and the understanding of the impact of the 6 essential nutrients. The creation of nutrient dense and calorically conscious meal plans will be highlighted during these weeks. Essential Questions: - What are the benefits of a nutrient dense diet and how does one incorporate this into meals? - What are healthy food	Students will be able to: - Name the benefits of making healthful food choices. - Analyze their own eating patterns and determine ways in which they can be improved. - Students will identify the characteristics of healthy food choices. - Become familiar with the new version of FDA guidelines - Adapt recipes to make them more nutrient dense	- Facts Sheet - Internet Research - Student Labs - Adapting and modifying recipes - Market Orders - Food journaling - Creating meal plans/menus/calorie budgets - Teacher and student discussions - Nutrition worksheets	9.4.12.CI.1 9.4.12.CI.3 Interdisciplinary Connections: Science: The 6 essential nutrients and their uses in the body. Language Arts: Creation of menus and meal plans.	Formative: - Teacher evaluations - Student participation - Activity sheets - labs Summative: - Tests - Quizzes - Presentations Benchmark: Final presentation of nutrients demonstrating understanding of the function and role of each type of nutrient.	- Nutrition Videos - Presentations - Textbooks - Laptops - Activity sheets - Time work plans/ - Food Supplies

swaps in terms of snacks and recipes? • What are good calories vs. bad? Good fats vs. bad? • What are the 6 essential nutrients and which foods fill these needs? • What foods are best for sustainable energy?	• Understand the importance of calories (good vs. bad/excess vs. deficit) in their diet • Identify the 6 essential nutrients and understand their functions • Utilize the Internet to research and gather information about nutrients • Obtain information about how we use food for energy and performance • Complete nutritional self analysis/journaling. • Analyze/compare current diet trends				
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