

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
SPECIAL SERVICES DEPARTMENT**

CULINARY EXPERIENCE

#PASCEL; PASCE1

Curriculum Guide

Date: September 2022

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This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on September 22, 2022.

This curriculum guide is based on the Culinary 1 curriculum guide with UCVTS/UCCTI's special education program.

VISION STATEMENT

The Special Services programming provides consistent and enriched teaching and learning of vocational skills for students in grades 6-12. Students develop a broad understanding of workplace readiness , vocational, social and communication skills related to post-secondary employment. Students participate in activities that enhance their lives and provide opportunities to apply their knowledge and skills to new situations. The ultimate goal is to educate students to become engaged, independent members in the adult community.

MISSION STATEMENT

The *Culinary Experience* curriculum provides consistent and enriched teaching and learning of content and skill, related to vocations in the food services industry. The curriculum fosters various basic academic skills, such as reading, writing, problem-solving and critical-thinking. In addition, students develop practical skills related to food preparation, meal planning, workplace safety, and food safety. Students participate in activities that allow for the application of newly acquired skills. The ultimate goal is to prepare students with disabilities for paid employment in post-secondary workplace settings as well as build life skills related to personal menu planning and meal preparation.

The program builds a solid working foundation of the culinary arts, provides students with an understanding of working in a professional kitchen, helps them gain industry experience, and develops their own portfolio of work. The course commences with kitchen safety and *ServSafe Food Handler* education. The course reinforces kitchen math, recipe reading and conversions, and measuring.

Culinary Experience offers a structured learning environment surrounding food service topics where students also apply skills in the kitchen and community. This is accomplished by:

- Including videos, readings, and direct instruction;
- Engaging in functional reading, writing and math lessons related to the content;
- Utilizing technology to assist in the learning process;
- Offering cross-curricular learning opportunities; and
- Providing hands-on experiences and work-based learning experiences to apply learned skills.

This course is semester-long and includes classroom-based instruction, hands-on application activities and work-based learning experiences.

COURSE PROFICIENCIES

COURSE OUTLINE

- I. Units
 - 1 - Introduction to the Culinary Art and Hospitality Field
 - 2 - The History of Modern Food Service Industry
 - a. The Time period from 1865 to the present and the Hierarchy of Modern Day Commercial Kitchens
 - 3a - General Commercial Kitchen Safety
 - a. How to prevent Cuts
 - b. Preventing Fires
 - c. Preventing Slips and Sprains
 - 3b - Servsafe Sanitation
 - a. Introduction to Keeping Food Safe
 - b. The Three Food Hazards
 - c. The Flow of Food
 - d. The HACCP Plan
 - e. Preventing Pests in the Kitchen
 - 4 - Culinary Professionalism and Terminology
 - 5 - Knives, Kitchen Tools and Equipment
 - a. The Anatomy of the Chef Knife
 - b. The proper way of using both hands for cutting
 - c. Demonstration and Practice Knife Cuts
 - 6a - Cooking Methods
 - a. Moist - Dry - Combination
 - 6b - The Recipe: Its Structure and Its Use
 - a. Dry and Fluid Liquid Measurements
 - 6c - The Menu:
 - a. The purpose of a menu
 - b. Learning the types of menus
 - 6d - Mise en Place
 - a. The purpose of Understanding the Most Important Culinary Term
 - 7a - Breakfast Cookery
 - a. The Anatomy and the Practical Applications of the Egg
 - b. Quick Breads and Chemical Leaveners
 - c. Breakfast: Cereals, Meats
 - d. Dairy Products, Teas, and Coffee
 - 7b - Sandwich Cookery
 - a. Sandwich Development
 - b. The 4 components
 - c. The Variety of Sandwiches
 - 8 - Holiday Cookies
 - a. Mixing Methods: 1. One Stage 2. Creaming 3. Sponge
 - b. Types of Cookies
 - 9 - Pastas, Dumplings, and Pairing Sauces
 - a. Different Cultures Styled Pastas
 - b. Dry Pasta and Fresh Pasta
 - c. Filled Pastas
 - d. Paired proper sauces with specific pastas

- 10 a - Stocks and Sauces
 - a. Different Stocks
 - 1. Veal Stock 2. Fish Stock 3. Chicken Stock 4. Vegetable Stock
 - b. The Five Mother Sauces and Derivatives
 - c. Thickeners: 1. Roux 2. Slurries 3. Beurre Manie
- 10 b - Soups
 - a. Clear Soups: 1. Broths 2. Consomme 3. Vegetable
 - b. Thick Soups: 1. Cream 2. Puree 3. Bisques 4. Chowders
- 11 - Understanding Poultry
 - a. Composition and Structure
 - b. Segmenting into 1/8ths
 - c. Cooking
 - 1. Braising Bone-on
 - 2. Sautéing Boneless Chicken Breast
 - 3. Cultures Cooking Styles
- 12 - Understanding and Cooking Meats
 - a. Composition and Structure of a Steer
 - b. Inspection and Grading
 - c. Aging Beef: Dry and Wet
 - d. The Basic Cuts
 - e. Cooking different cuts of Beef (Depending Muscle fiber thickness)
- 13 - Understanding Fish and Shellfish
 - a. Composition and Structure
 - b. Classification of Fish: 1. Nonboney 2. Flat fish 3. Round Fish
 - 4. Freshwater 5. Saltwater
 - c. Different Ways of Processing Fish
 - d. Proper storage
 - e. Shellfish Varieties: 1. Mollusks 2. Crustaceans 3. Cephalopods
 - f. Basic Breading Station and Batters
 - e. Cooking Shellfish and Fish
- 14 - Salads and Vinaigrettes
 - a. Different Types of Dressings
 - b. Emulsifications
 - c. Presentations: Composed, Tossed, and Compound Salads
 - d. Salad Types: Appetizer, Accompaniment and Main Course
 - E. Salad Greens: Bitter, Spicy, and Mild
- 15 - Understanding Vegetables, Potatoes, Legumes, Grains
 - a. Cooking Methods
- 16 - Hors d'Oeuvres
 - a. Presentation, The purpose, and The Preparation
- 17 - The Catering World
- 18 - Food Presentation and Garnish

STUDENT PROFICIENCIES

By completion of this course, students are able to:

1. Describe in detail the Hierarchy of the Kitchen Brigade and write each position from the highest level, the Executive Chef to the lowest position, the Food Runner.
2. Introduce the specific types of Chef Positions
3. Demonstrate awareness of the five key Safety Hazards that may occur in a Commercial Kitchen Environment, Burns/Slips/Cuts/Sprains/Fires.
4. Communicate the importance of a properly sanitized commercial kitchen.
5. Determine the Three Hazards in making food Unsafe, Biological, Chemical, and Physical.
6. Use math functions to decipher industry specific weights and measurements.
7. Hold the Chef Knife and use the guide hand properly.
8. Identify and demonstrate the proper technique for making the four basic knife cuts.
9. Prepare Breakfast Cookery, Luncheon Cookery, and Garde Manger Food Items using the proper personal hygiene skills while maintaining a clean environment.
10. Create a clear and flavorful chicken stock by using the proper technique and sequence.
11. Decipher the four different types of soups: Puree, Thick, Vegetable, and Chowder
12. Detect the difference between a Moist cooking Method and a Dry Cooking Method.
13. Prepare Poultry Cookery, Beef Cookery, and Seafood Cookery by using both Dry and Moist Cooking Methods using the proper personal hygiene skills while maintaining a clean working environment.

METHODS OF EVALUATION

1. Teacher observation/questioning/monitoring
2. Teacher developed tests and quizzes
3. Hands-on demonstration of mastered skills
4. Homework and class work
5. Class participation
6. Activities and projects
7. Simulations
8. Notebooks, journals, and portfolios
9. Performance assessments
10. Benchmark assessments and course final exams

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for students with IEPs, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support

- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking

- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks

- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities

- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

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.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. 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.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide
- **SEL** - Social-Emotional Learning
- **L+** - Learning associated with LGBTQ+ and Neurodiverse communities

OUTLINE OF CONTENT AREA

1. Introduction to the Culinary Art World and the Hospitality Field
2. The History of Modern Food Service Industry and the Hierarchy of Modern Day Commercial Kitchens.
3. General Commercial Kitchen Safety and ServSafe Sanitation
4. Culinary Art Terminology and Professionalism in the Kitchen
5. The world of the Chef Knife and Proper Usage
6. Learning Kitchen Cooking Methods, Mise en Place, Kitchen Measurements, and Menu Planning
7. Breakfast and Lunch Cookery
8. Salads and Vinaigrettes
9. Casserole Cookery
10. Holiday Cookies - Understanding the variety of Mixing Batter Techniques
11. Pastas, Dumplings, and Other Worldly Filled Pastas
12. Stocks and Soups - The Foundation to the Kitchen
13. Sauces
14. The World of Poultry
15. Understanding and Cooking Meats
16. Seafood: Fish and Shellfish
17. Vegetables, Potatoes, Fingerlings, Legumes, and Grains
18. Hors d'œuvres
19. Catering World - On premise and Off-Premise
20. Food Preparation and Garnishing

PACING GUIDE

Weeks	UNIT (Culinary Experience)	UNIT (Lab)
1	Introduction to the Culinary Arts	Introduction to the Culinary Arts
2	Introduction to the Culinary Arts	Breakfast and Lunch Cookery
3	The History of Modern Food Service	Breakfast and Lunch Cookery
4	The History of Modern Food Service	Salads and Vinaigrettes
5	Kitchen Safety and Sanitation	Salads and Vinaigrettes
6	Kitchen Safety and Sanitation	Cookies - The seven mixing Techniques
7	Kitchen Safety and Sanitation	Pastas and Dumplings
8	Kitchen Safety and Sanitation/Culinary Professionalism and Terminology	Pastas and Dumplings
9	Culinary Professionalism and Terminology	Stocks and Soups and Sauces
10	Culinary Professionalism and Terminology	Stocks and Soups and Sauces
11	Culinary Professionalism and Terminology	Stocks and Soups and Sauces
12	The Chef Knife and Proper Usage	Poultry
13	Cooking Methods	Poultry
14	Cooking Methods	Cooking Meats
15	mise en place, Recipes, and Menu Planning	Cooking Meats
16	mise en place, Recipes, and Menu Planning	Cooking Meats

17	The Catering World	Seafood: Fish and Shellfish
18	The Catering World	Seafood: Fish and Shellfish
19	Food Preparation & Garnishing and Assembling an Entree Dinner Plate	Vegetables, Potatoes, Legumes, and Grains
20	Food Preparation & Garnishing and Assembling an Entree Dinner Plate	Hor d' oeuvres

Unit 1: Introduction to the Kitchen

A. Objectives: The Student will be able to:

1. List two different student policies from then Student Handbook
2. Become comfortable and familiar with their fellow students
3. Perform basic math calculations using whole numbers and fractions.
4. Convert basic measurement conversion.
5. Identify the components and functions of a standardized recipe
6. Convert recipes to yield smaller and larger quantities based on operational needs
7. Demonstrate measuring and portioning using the appropriate smallwares and utensils
8. Identify the pre-preparation & preparation equipment, pots, & pans and demonstrate their use
9. Define mise en place and apply effective techniques through practice
10. Identify where all first aid tools, Safety Blanket, and fire extinguishers are located in the kitchen are kept
11. Identify the components of the Student Portfolio
12. Write on a school campus map where these rooms are located:
 - i. Main office
 - ii. Nurse
 - iii. Guidance, Math, & English
 - iv. Cafeteria
 - v. Restrooms
 - vi. Supermarket & Bakery
 - vii. Classroom
13. Write three successful career goals where you could see yourself being successful. List them in the order from favor to least favor. Also, describe each goal.

B. Activities

1. The Students Handbook
2. Ice Breakers
 - a. "Character sheet"
 - b. "The Maroon Game"
3. Recipe Conversion - Overview & Demo
 - a. Recipe Conversion Worksheet
 - b. Recipe & Demo
4. The students will play, Put the proper tag on the correct piece of small restaurant equipment.
5. The students will study a recipe. The will highlight the items that would be considered , Mise En Place
6. The student will have a diagram of our kitchen. They will mark on the picture the location of the safety equipment.
7. The students will explain the importance of their yearly Culinary Arts Portfolio.
8. Write a paragraph envisioning where you see yourself in Five Years.
9. Introduction to measuring
 - a. Recipe Prep Worksheet
 - b. Cups, pints, quarts, & gallons worksheet of fluid liquid measuring cups
 - c. Volume vs weight & Using a scale - lecture & Demo
10. Write on the diagram of the school campus where these departments and rooms are located.

- a. Include:
 - i. Main office
 - ii. Nurse
 - iii. Guidance, Math, & English
 - iv. Cafeteria
 - v. Restrooms
 - vi. Supermarket & Bakery
 - vii. Classroom

- 11. Write a paragraph on where you will see yourself in five years
- 12. Create a personal Culinary Art Portfolio that will run the length of the school year.
The information that will be gathered will include recipes and informative culinary art instructional

C. Evaluation

- 1. Practical Test - Assessing Culinary Knowledge
- 2. Practical Test - On assessing the students knowledge on different measurements: scale, fluid ounces, dry measuring, and ruler.

D. Resources

- 1. Equipment walk through kitchen
- 2. PowerPoint Presentation on Commercial Kitchen Equipment Large and Small.

E. New Jersey Student Learning Standards

NJSLs	DESCRIPTION
9.3.H.T.1	Describe the key components of marketing and promoting hosp. & tourism products.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of them.
9.3.HT-RFB.4	Demonstrate leadership qualities & collaboration with others.
NJSLs.11-12.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and foodservice industry.
9.3.HT-RFB.10	Apply listening, reading, writing, & speaking skills to enhance operations
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.1.12.A.3	Analyze the relationship between various careers & personal earning goals
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

8.1.12.A.1	Create a personal digital portfolio which reflects personal & academic interests.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills

Unit 2: The History of Modern Food Service

A. Objectives: The Student will be able to:

1. List the two key Chefs who played a major role in the development of the Modern Culinary Art industry and explain two of their contributions.
2. Name and list the twelve positions of the Modern Day Kitchen Brigade.
3. Identify the seven 'Chef' titles and explain their responsibility.
4. Identify the major differences between the Chef Position and a Cook's responsibilities.

B. Activities

1. Following the powerpoint presentation, the students will write the time period and the contributions that Chef Careme and Chef Escoffier play a part in.
2. The students will write down the twelve positions of the Kitchen Brigade.
3. The Handout on the 'Hierarchy of the Modern Kitchen and the students will do a matching activity.

C. Evaluations

1. A quiz on the Hierarchy
2. A quiz on the different types of 'Chef' Positions
3. Assignment on The Kitchen Brigade

D. Resources

1. Equipment Training Manuals
2. PowerPoint Presentations on Modern Culinary Art World
3. Video on the Brigade System (WileyPlus) website
4. Brigade System Chart

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
RST.11-12.5	Analyze how the text structures info or ideas into categories or hierarchies, demonstrating an understanding of the information of ideas
NJSLS.11-12.W4	Produce clear and coherent writing in which the development, organization, and style

	are appropriate to task, purpose, and audience.
NJSLS.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLS.11-12.W7	Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.

Unit 3: Kitchen Safety and Food Sanitation

A. Objectives: The Student will be able to:

SAFETY

1. Recognize the 12 ways of Burning themselves in a Commercial Kitchen
2. Prevent the cause of a burn accident
3. Recognize the 8 ways of causing a laceration
4. Prevent the cause of a laceration
5. Recognize an accident the would cause a fall or a slip
6. Recognize different ways of causing a kitchen fire
7. Point out where the First Aide Tools are located and where the nurse’s office is located
8. Immediately reach out to the chef if there is a kitchen accident
9. Be aware of the fire drill routes and procedures
10. Achieve 100% score on the ‘Kitchen Safety Exam’

SANITATION

1. Define what a foodborne-illness outbreak is, and list the costs associated with one.
2. Recognize risks associated with high-risk populations.
3. Identify factors that affect the growth of pathogens (FAT TOM) and the methods for preventing biological contamination.
4. Identify characteristics of Time Temperature Control for Safety (TCS) food and list examples.
5. List guidelines for storing chemicals to maintain a safe kitchen environment.
6. Identify the most common allergens and methods for preventing allergic reactions.
7. Identify ways to handle ready-to-eat food safely through a variety of means, including time-temperature abuse, cross-contamination, proper storage techniques, personal hygiene & hand care, and holding, cooling, and reheating TCS food.
8. List different temperature-measuring devices and their uses.
9. Identify characteristics of an approved food source.
10. Identify criteria for accepting or rejecting food during receiving.
11. Identify factors that affect the effectiveness of sanitizers.
12. List the elements of a master cleaning schedule.

B. Activities

1. Safety Poster - Students will create a Safety poster of a ServSafe topic
2. Cross Contamination: Students will pair Color Cutting Board Choice for proper food

3. Cooling & Reheating TCS food
4. Students will write as many ways a burn may occur in a commercial kitchen
5. Correctly choosing the proper Internal Temperature for the specific food
6. Read a sanitation article on food safety and answer questions

C. Evaluations

1. The Kitchen Safety Exam
2. ServSafe Food Handler Quiz

D. Resources

1. Safety and Sanitation Videos (Falling, Preventing cuts, and preventing fires)
2. Servsafe sanitation worksheets
3. Equipment Training Manuals for safety
4. PowerPoint Presentations on Safety and Sanitation in the kitchen

E. New Jersey Student Learning Standards

NJSLs	DESCRIPTION
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLs.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career opportunities.

Unit 4: Culinary Professionalism and Terminology

A. Objectives: The Student will be able to:

1. Define professionalism, and explain what it means to culinary professionals.
2. Describe the communication process, and demonstrate effective communication by using the proper terms.
3. Identify obstacles to effective communication and explain how to prevent them.
4. Explain how personal characteristics can affect communication.
5. Compare/contrast interpersonal and organizational communication and create vision and mission statements.
6. State the difference between school and workplace environments.
7. Define diversity in the workplace, identify the benefits of diversity to a workplace, & explain how stereotypes and prejudices can negatively affect working together.
8. Explain the concept of teamwork.
9. Describe ethics, and explain their importance to the restaurant and foodservice industry.

B. Activities

1. Speaking skills - lecture & demo
 - a. Observe a skill (Cutting & cleaning group A; Sauteing & cleaning Group)
2. Match Culinary terms with Meanings
3. Write a 1 page paper on where you may see yourself in Five years.

C. Evaluations

1. Quiz - vocab
2. Classroom Participation Checklist

D. Resources

1. 'Welcome to Culinary Art School' Textbook

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills & abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments
NJSLS.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLS.11-12.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Unit 5: The Chef Knife and Large and Small Kitchen Equipment

A. Objectives: The Student will be able to:

1. List the different types of knives used in the foodservice kitchen, give examples of their uses, and outline their care.
2. Demonstrate the proper way to hold a chef's knife and the purpose of the guide hand.
3. Identify the different parts of the chef knife.
4. Demonstrate on how to hone the knife with the steel.
5. List the different types of preparation, holding, & serving equipment used in the foodservice kitchen, give examples of their uses, and explain how to set up, clean, and shutdown.

6. Identify, describe, and demonstrate the classical knife cuts (brunoise, julienne, small dice and batonnet).
7. Identify and describe the different pieces of small equipment (Strainers, hotel pans, sheet pans, bain maries, pots, and pans).
8. Identify the cleaning responsibilities in the kitchen.
9. Demonstrate how to cut round fruit.

B. Activities

1. Hotel Pan Activity
 - a. Identify hotel pan sizes and shapes
 - b. Draw a large geometric shape and break it into fractional pieces. Use as an introduction to hotel pans
2. Using different knives
 - a. Knife demonstration - Have students perform the same set of knife cuts using boning, slicer, chef, serrated, & paring knives.
3. Zest the exterior of an orange
4. Remove the exterior of a round fruit
5. Cut supremes from a citrus fruit removing the membrane
6. Prepare a tomato concasse
7. Worksheet - Knife care
8. Caring for knives
 - a. Video - Honing & Sharpening
 - b. Demo - Honing & Sharpening a knife
9. Classical Knife skills 1
 - c. Knife cuts Picture activity
 - i. Demo - classic knife skills
10. Chef Knife Picture - Identify parts of the knife by filling in the proper part and function of each element.
11. Demonstration - Miscellaneous & unique Hand Tools & Small Equipment - Beyond the basics Show & Tell
12. The students will use a ruler in order to measure exact measurements for specific knife cuts (brunoise, julienne, small dice, and bâtonnet)
 - Students who attend consecutive years will attempt a higher level of professional knife skills (rondelle, paysanne, losenge, and fermière)

C. Evaluations

1. Assignment - Parts of the knife
2. Practical Test - Knife Skills
 - a. Students will julienne, brunoise, batonnet, and small dice
3. Rubric of knife cuts

D. Resources

1. PowerPoint Presentations on knife cuts and proper knife usage.
2. Handouts on the Anatomy of the Chef Knife
3. Textbook: Professional Cooking - Chapter 7 (Using of knives)
4. Video on Proper Usage and knife care (Wileyplus)
5. Training Manuals on the proper usage of small kitchen equipment

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTIONS
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
NJSLS Math: A-REI.A	Understand solving equations as a process of reasoning and explain the reasoning.
NJSLS 11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit 5: Cooking Methods, Mise en Place, Recipes and Menu Planning

A. Objectives: The Student will be able to:

1. Explain the difference between seasoning and flavoring.
2. List and explain how the three types of cooking methods work (Moist, Dry, and Combination).
3. Describe and demonstrate dry, moist, and combination- cooking methods and list the foods to which they are suited.
4. List three specific cooking techniques from the main Cooking Methods.
Example: Moist - Boiling - Dry - frying - Combination - Braising.
5. Work in a group/or with a Partner knowing how the Term, 'mise en place' pertains to their recipe.
6. Breakdown a recipe beginning with the ingredients and then applying the ingredients to the procedure of the recipe.
7. Create their own recipe by receiving the name of the finished project.
8. Describe the seven different types of menu forms that are used in food establishments.
9. Demonstrate how to use liquid and dry measuring utensils for the proper product.
10. Define what demographic elements that are needed to create the proper menu for its culinary environment.
11. Demonstrate how to properly use liquid. and dry measuring equipment.
12. List the ounce equivalent to a Cup, Pint, Quart, Half Gallon, and Gallon.

B. Activities

1. The teacher will first demo all preparation techniques and then the student will attempt the procedure of each:
 - a. Separating eggs
 - b. Whipping egg whites
 - c. Standard breading procedure
 - d. Preparing a batter
 - e. Using a peeler
 - f. Roasting Garlic
 - g. Roasting a pepper
 - h. Making parchment paper for a round pan
2. The student will set up for a basic recipe to demonstrate they understand correctly what the term, 'mise en place' means.

3. Herb, Spice and Salt identification and - Complete Reference chart
4. Create their own recipe
5. Match the cooking Methods with the proper definition
6. Measuring equivalent exercise

C. Evaluations

1. Quiz - vocabulary
2. Quiz- Cooking methods (matching)
3. Rubrics for menu and recipe creation
4. Demonstrating proper mise en place work habits

D. Resources

1. Cooking Method handout (Teacher generated)
2. PowerPoint Presentations on (Setting up a basic Breeding Station, using a steel, Preparing a proper Tomato Concasse, mincing)
3. Videos on (mise en place - peeling concasse a tomato, setting up a basic breeding station)

E. New Jersey Student Learning Standards

NJSLs	DESCRIPTION
9.3.HT-RFB.5	Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
NJSLs.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit 6: Breakfast and Sandwich Cookery

A. Objectives: The Student will be able to:

Breakfast Cookery

1. List the anatomy and the characteristics of eggs using a variety of cooking methods.
2. Prepare lower level and higher level egg preparation including: Eggs over easy, poached, Omelets, Quiche, Frittatas, Eggs Benedict.
3. Describe the types of chemical leaveners and why they are used instead of yeast for Quick breads .
4. Describe the difference between a waffle batter and a pancake batter.
5. List the two Mixing Methods for Quick Breads (Biscuit and Muffin).

6. Prepare an array of Quick Bread breakfast items, including: pancakes, crepes, waffles, French Toast, scones, muffins, sweet breads, and fritters.
7. List an array of Breakfast Meat and describe what primal part of the animal it is located.
8. Perform the proper technique for cutting fruit.
9. Prepare Pizza Dough (Explaining why a pizza is classified as a sandwich).

Lunch Cookery

1. List the 4 components of a sandwich
2. Describe the four different ways of presenting a sandwich
3. Describe the different types of sandwiches

B. Activities

1. Creating the proper French omelet
2. Assemble the Classical Egg Dish: Eggs Benedict
3. Create a Hollandaise Sauce for the Eggs Benedict
4. Preparing a poached non-shelled egg
5. The techniques of Blind Baking for creating a Quiche Crust
6. Cut fruit by following its natural curvature
7. Demonstration - Cooking with Eggs
8. Clarifying Butter - separating whole butter to three components
9. Egg science Demonstrate & the Students will repeat the procedure (The Whites) - Souffle
10. The students will demonstrate how to create the following breakfast products by creating the recipes for:
 - a. Pancakes with Chocolate Chips, Bananas, Blueberries,
 - b. French Omelets, Quiche, Frittata, Eggs benedict, and Eggs over easy
 - c. French Toast
 - d. Breakfast Meats
 - e. Home Fries
 - f. Crepes
 - g. Fritters
 - h. Waffles
 - i. Breakfast Cereals
 - Students who attend consecutive years in culinary class will attempt a higher egg level by creating a Soufflé.
11. Create different types of sandwiches:
 - a. Open Face - Pizza
 - b. Hot
 - c. Cold- Italian sub
 - d. Wraps - Grilled Vegetables
 - e. Monte Cristo - Fried
 - f. Panini - Pressed
 - h. Grilled Sandwich - Cheeses
 - Students who attend consecutive years in my culinary class will attempt a higher level of Sandwich assembling. Tea and Canapes

C. Evaluations

1. Quiz - Eggs and Quick Breads
2. Practical Test - Creating a French Omelet

3. Rubric on assessing the French Omelet
4. In class assignment on Sandwiches

D. Resources

1. Wileyplus P.P.P. on the anatomy of the Egg, egg whites, how to flip eggs, and creating an Omelet
2. Videos: Poaching, assembling a sandwich
3. Handouts on the different components of the sandwich and the variety of sandwiches
4. PowerPoint Presentations on egg cookery, sandwich construction and components, and quick breads

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLS Math: A-REI.A	Understand solving equations as a process of reasoning and explain the reasoning.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.
NJSLS.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit 7: Cookies (Holiday)

A. Objectives: The Student will be able to:

1. Prepare cookies using various makeup methods.
2. Demonstrate the three basic cookie mixing methods.
3. Identify the seven basic cookie types: dropped, bagged, rolled, molded, icebox, bar and sheet.

B. Activities

1. Active discussion - Cookies
2. Demonstration - Freezing cookie dough
3. Lecture Demo - Cookie preparation techniques
4. Station experience - Cookie stations.
 - a. Bagged - Macaron
 - b. Bar - Biscotti
 - c. Dropped - Student choice
 - d. Icebox - Pastelitos de boda
 - e. Molded - Egnog thumbprint
 - f. Rolled - Iced Sugar
 - g. Sheet - Blondie
 - Students who attend consecutive years in culinary class will attempt a higher level of cookie preparation and baking. The three new types will be Linzer

sandwich cookies, Cream Cheese Red Velvet Cookie, and Dark Chocolate Orange-Cranberry Biscotti

C. Evaluations

1. Written Midterm Exam
2. Rubrics on measuring the Creaming Method
3. Classroom Participation Checklist

D. Resources

1. Handouts on cookie types
2. PowerPoint Presentations on the seven types of cookies styles
3. Videos: on cookie preparation demonstrations

E. New Jersey Student Learning Standards

NJSLs	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Unit 8: Pasta and Dumplings

A. Objectives: The Student will be able to:

1. Prepare fresh and commercial pasta.
2. Identify the differences between Asian and Italian style pasta.
3. Identify between filled pasta, long pasta, and short rib pasta.
4. Pair the proper pasta with a specific textured sauce.
5. Describe the ingredients in Fresh Pasta.
6. Demonstrate how to use a pasta maker properly.
7. Prepared filled pastas.
8. Demonstrate how to cook pasta properly.
9. Identify necessary safety techniques when working with pasta.
 - a. Using a Pasta maker.
 - b. Placing pasta into boiling water.
 - c. Transporting Pasta.
 - d. Straining the Pasta.

B. Activities

1. The students will prepare pork styled, vegetable, and Poultry Asian Dumplings
2. The students will prepare filled ravioli with Spinach, Mushrooms, Ricotta Cheese Mixture, and Fresh Basil, Fresh Mozzarella, and Roasted Tomato

3. The students will prepare Fresh Linguine and Fettuccine (Long Pasta)
4. The students will prepare several different sauces:
 - a. Alfredo Cream Base with Sharp Italian Cheese (American Version)
 - b. Marinara(Chunky) and Tomato (Pureed)
 - c. Lolla Rossa: ½ Marinara & ½ Alfredo Sauce
 - d. Bolognese or Ragu - Meat Sauce
 - e. Pesto - Basil, Pine Nuts, Garlic, Parmesan Cheese, Cracked Black Pepper, and Olive Oil
 - Students who attend consecutive years in my culinary class will attempt a higher level of pasta preparation. They will attempt to make a filled pasta called Tortellini and a Potato Dumpling called Gnocchi.

C. Evaluations

1. Quiz - Pasta and Sauces
2. In class assignment on pasta (Chapter 24 in the Text: Professional Cooking - 8th Ed.)
3. Rubric used to assess filled pasta
4. Classroom Participation Checklist

D. Resources

1. Wileyplus Videos on making Long pasta(Fettuccine and Linguine), Filled pasta(Ravioli and Tortellini)
2. Equipment Manuals on the proper usage of a Pasta Making Machine
3. PowerPoint Presentation on Pasta (Types and Creating)

E. New Jersey Student Learning Standards

NJSLs	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.

Unit 9: Stocks, Soups, and Sauces

A. Objectives: The Student will be able to:

1. Identify the four essential parts of stock and the proper ingredients for each, compare the various types of stock and their ingredients, and demonstrate preparing stock (Chicken, Veal, and Fumet Stock).
2. Describe the term, 'Fond' and identify the importance it is to a kitchen.
3. Demonstrate three methods for preparing bones for stock.
4. Identify the purpose of an acid, cold water and bones of young animals in a stock.
5. Demonstrate how to degrease stock and explain why.
6. List the ways to cool stock properly.

7. Identify the difference between a Broth and a Stock.
8. Identify the two basic kinds of soups, give examples of each, & prepare several kinds of soups, including broth, consommé, puree, clear, and cream soups.
9. Identify proper garnishes for a specific soup.
10. Demonstrate and describe the ingredients that form a Sachet d'pice.
11. Demonstrate and prepare the ingredients for the different Mirepoix.
12. Speak French terms with accuracy and comfort.
13. Identify: 'Thickeners' for soups and stocks (Slurries, Roux, Beurre manie).
14. Identify the Five Mother Sauces (espagnole, bechamel, hollandaise, tomato, and velouté), along with two derivatives of those sauces.

B. Activities

1. Puréeing Soups
 - a. Broccoli
 - b. Winter Squash - Acorn, Pumpkin, Hubbard, Butternut
2. Stock - brown
3. Stock - chicken
4. Stock - fumet
5. Chowder - New England Chowder or Corn
6. Cream Soup - Cream of Tomato
7. Hearty Soup - Chicken Noodle
8. Legume soup - Cuban Black Bean, Navy Bean, lentil
9. Write the 5 mother sauces and two derivatives of each sauce
10. Create a roux, beurre manie and a slurry
 - Students who attend consecutive years in culinary class will attempt a higher level of soup preparation. The student/s will prepare Celestine Consommé.

C. Evaluations

1. In class assignment on stocks and soups
2. Rubric for assessing broccoli Soup

D. Resources

1. PowerPoint Presentations on Classification (bisques, chowders, cream, purée, and consommé)
2. Wileyplus videos on bisques, bouillabaisse, chowder, consommé, cream soups, and purée

E. New Jersey Student Learning Standards

NJSLs	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.CI.12.2	Identify career pathways that highlight personal talents, skills and abilities.

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.

Unit 10: Understanding and Cooking Poultry

A. Objectives: The Student will be able to:

1. Outline the federal grading systems for poultry and the factors that affect purchasing.
2. Describe various kinds of poultry (Hens, Capon, Fryer, Ducks Quail, Squab, Cornish Hens).
3. Explain the difference between an old and young bird.
4. Explain the difference between light meat and dark meat (Myoglobin).
5. Identify the proper purchasing and storing procedures for poultry.
6. Demonstrate basic cooking techniques for cooking poultry and match various cooking methods with different forms of poultry.
7. Demonstrate how to truss a fryer for cooking.
8. Demonstrate how to segment a fryer into 8 parts.
9. Demonstrate how to perform a proper Breaded Station for the purpose of encrusting.
10. Describe what makes a Free Range Chicken.
11. Describe the importance of properly cooking poultry to an internal cooking temperature to 165 degrees for safety reasons.

B. Activities

1. Lecture - Grading, uses, & raising of Chicken
2. Demo - Poultry Fabrication
3. Cooking with Chicken - Students will fabricate a chicken and portion chicken into eight parts
4. Demo the proper way to create Chicken Breast Supreme
5. Braised Bone in Chicken recipe: Cacciatore and Arroz con Pollo
6. Boneless Chicken Breast Recipe: Marsala, Française,
7. Breaded Boneless Chicken Breast recipe: Chicken Parmigiana
 - Students who attend consecutive years in culinary class will attempt a higher level of poultry preparation. They will create Florentine Roulade.

C. Evaluations

1. Quiz - Parts of the fowl
2. Practical Test - on a Breeding Station
3. Rubric for assessing cooking a sautéed breast

D. Resources

1. Wileyplus Videos: Carving, segmenting, trussing, cooking methods, encrusting, stuffing

- PowerPoint Presentations on understanding poultry

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLSA.11-12.W 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.CI.12.2	Identify career pathways that highlight personal talents, skills and abilities.

Unit 11: Cooking and Understanding Meats

A. Objectives: The Student will be able to:

- Outline the federal grading systems for meat and list factors that affect purchasing decisions.
- Describe the composition and structure of meat.
- Explain the effect of aging on meat, and identify the two primary aging methods.
- Demonstrate basic techniques for cooking meat and match various cooking methods with different forms of meat.
- Determine doneness in cooked meat.

B. Activities

- Lecture - Grading, uses, & raising of meat, pork, & game
- Demo - Beef Fabrication and Removing connective tissue from the muscle
- Dry-Aged Beef - Students will practice dry aging beef to analyze how the aging process affects flavor and texture
- Ground Chuck (Grind meat cubes) - Meatloaf
- Escalope of meat (Sautéing) - Preparing the cut 'Escalope' then prepare Escalope Normandy, Marsala, and Française
- Cutlet (Pan Frying) - Prepare a Cutlet The students create Parmigiana
- Combo Cooking (Stewing) - Beef Stew
- Create Latin American entrees Beef Empanadas and Beef Fajitas
- Asian - Beef Stir-Fry
- Roasting Beef
 - Students who attend consecutive years in culinary class will attempt a higher level of Meat Cookery by preparing a Stuffed Tenderloin of Pork. The filling will be Prosciutto, Spinach, and Asiago Cheese.

C. Evaluations

- Quiz - Primal sections of a Steer
- Practical test - Française a Escalope of Pork Loin
- Rubrics - Creating a Pork Cutlet Parmigiana recipe
- In class Assignment on Beef and Veal

D. Resources

1. PowerPoint Presentations: understanding Meats (Grades, Primal Cuts, Tenderloin, Frenching Bones, stuffing a Pork Loin, and creating a escalope, and Butterflying)
2. Handouts of the Primal Cuts of Beef
3. Videos from Wileyplus on: Boning a Leg of Lamb, Boning a Loin of Pork, How to Butterfly, Tenderizing meat, Primal cuts of beef, and trimming Meat Silverskin

E. New Jersey Student Learning Standards

NJSLS	Objective (s)
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.4.CI.12.2	Identify career pathways that highlight personal talents, skills and abilities.
NJSLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit 12: Seafood: Fish and Shellfish

A. Objectives: The Student will be able to:

1. Outline the federal grading systems for seafood and list factors that affect purchasing decisions.
2. Describe various kinds of seafood (Both Shellfish and Fish).
3. Identify the proper purchasing and storing procedures for seafood.
4. Demonstrate basic techniques for cooking seafood and match various cooking methods with different forms of seafood.
5. List 2 Market fish from the Three Main Categories: Non-Bony, Flatfish and Round Fish.
6. List and describe two common varieties of Freshwater fish and two from Saltwater fish.
7. List the Three main categories of Shellfish: (Mollusks, Crustaceans, and Cephalopods) and name two shellfish from each category.
8. Presenting Seafood on a Raw Bar.

B. Activities

1. Lecture - Types, Grading, uses, & raising of seafood
2. Lecture - Storing, receiving & handling seafood
3. Moist cooking methods
4. Dry cooking methods for Fish: Fish and Chips (Pan-Frying), Pesto crusted Fish
5. Dry Cooking Methods for Shellfish: Maryland Style Crab cakes and sautéed Shrimp Scampi
 - Students who attend consecutive years in culinary class will attempt a higher level of Seafood Cookery by fileting a Sea Bass and then prepare and cook it by using the grill pan to serve it in a Citrus-Tarragon Sauce

C. Evaluations

1. Quiz - Seafood Identification
2. In class seafood assignment

- Rubric used to assess the turning a filet of fish in a sauté pan

D. Resources

- Professional Cooking Textbook 8th ed. Pages 585 to 655
- PowerPoint Presentations on Understanding Fish and Shellfish (Specifications, Filleting, Oysters, clams, mussels, lobsters, shrimp, crabs, and scallops)
- Videos from Wileyplus on: Cleaning Cold water Lobster, cleaning and butterflying shrimp, fileting a round fish and flatfish, opening clam, and shucking oysters

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.CI.12.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Unit 13: Salads and Vinaigrettes

A. Objectives: The Student will be able to:

- Identify the three specific groups of lettuce green categories and list 6 specific salad greens.
- Identify the four basic parts of a Plated salad (Base, Body, Garnish, and Dressing).
- Identify and demonstrate both an Emulsion and Stable vinaigrette.
- Perform keeping lettuce greens preserved in the refrigerator.
- List several different salad oils.
- Identify how vinegar is created and other acids used in place of vinegar.
- Identify and describe five salad types (Appetizer, Accompaniment, Main-course, Separate Course, and Dessert Salad).
- Safety on eggs (For preparing mayonnaise).
- Identify and explain the ratio of oil to vinegar for a Basic Vinaigrette (3:1).
- Identify the ways of presenting a salad (Composition, balance, symmetry).

B. Activities

- The student will create a Bound Salad (Chicken salad, Tuna, egg, Potato)
- The student will have to create a Composed Salad (Hand placed attractively)
- The student will create a Tossed salad
- The students will create a stable emulsion (mayonnaise) and a secondary dressing using mayonnaise as the base (Ranch)
- The students will create a Temporary dressing
 - Students who attend consecutive years in culinary class will attempt a higher level of preparing salads by composing a Mosaic Fruit arrangement. The student/s will cut all fruits the same size and shape. This will take knife precision and skill. Also, they will need to arrange the fruit in a way that the

colors look the most appealing next to each other. An Example: Purple and yellow.

C. Evaluations

1. Quiz - Salads and Vinaigrettes
2. On an in class worksheet on salads and vinaigrettes
3. Practical Test - Create a mayonnaise
4. Rubrics on creating a Mayonnaise
5. Classroom Participation Checklist

D. Resources

1. Handouts on Vinaigrettes
2. PowerPoint Presentations on a variety of salads and emulsions
3. Wileyplus videos on creating a dressing, preparing and storing lettuce greens

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.CI.12.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Unit 14: Vegetables, Potatoes, Legumes, and Grains

A. Objectives: The Student will be able to:

1. Identify and describe the different types of vegetables.
2. Describe factors that influence texture, flavor, color, and nutritional changes when cooking vegetables.
3. Identify procedures for storing vegetables.
4. Match and cook vegetables to appropriate methods.
5. List ways to hold vegetables that maintain their quality.
6. List 3 ways of cooking vegetables: (Boiling, Grilling, Steaming, Frying, Sautéing, and Braising).
7. Classify potatoes into two different types; (Dry and Wet) and identify the most suitable cooking method for each type.
8. Cook potatoes by baking, pan-frying, boiling, and steaming.
9. Distinguish between major types of legumes.
10. Cook legumes.
11. Distinguish between 6 different types of grains and how to prepare.
12. Shock vegetables properly.

B. Activities

1. Lecture & demo - on boiling and shocking green vegetables
2. Lecture - types of vegetables, purchasing, storing, and grading

3. Tasting - Encourage students to learn the characteristics and examples of the various types of fruits and vegetables
4. Vegetable tempura (Frying)
5. Red Cabbage (Braising)
6. Snow Peas(sautéing)
7. Prepare different grains to determine the difference in liquid and the time needed to cook.
8. Prepare Home fry Potatoes (Pan-fry)
9. Prepare Mashed Potatoes (Boil)
 - Students who attend consecutive years in culinary class will attempt a higher level of presenting vegetables on a dinner plate. They will be asked to create a carrot puree spread using the back of a spoon. Along with creating a risotto starch.

C. Evaluations

1. Quiz - Vegetable Identification
2. Written Chapter Test
3. Practical - Rice Pilaf
4. Rubric will be used to assess rice pilaf

D. Resources

1. Professional Cooking 8th Ed. - (pages 267 to 394) Equipment Training Manuals
2. PowerPoint Presentation on Vegetables, grains, legumes, and Potatoes
3. Videos from Wileyplus on: Blanching and parboiling, boiling, steaming, cleaning mushrooms, shredding cabbage. preparing asparagus, roasting peppers, and preparing tomato concasse

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.CI.12.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Unit 15: Hors d'œuvres

A. Objectives: The Student will be able to:

1. Name and describe the two principal methods of serving hors d'œuvres (Butler Style and Platters).
2. Prepare Canapes.
3. Prepare Dips and Relishes.
4. Identify the characteristics of a passed hors d'œuvres.
5. Prepare platters in order to create the 'Wow Factor.'
6. Identify Cheese categories.

B. Activities

1. Butler passed hors d'œuvres
 - a. Mini Risotto Cakes
 - b. Mini Crab Cakes
 - c. Chicken Pecan served on a Skewer
 - d. Mini Philadelphia Cheesesteak Egg Rolls
 - e. Spanakopita
 - f. Mini-sweet Italian sausage en croûte
 - g. Smoked Turkey canape
2. Platter Presentation
 - a. crudité with a Roasted Red Pepper Dip
 - b. A Cheese Plate
 - Students who attend consecutive years in culinary class will attempt a higher level of presenting a crudité platter. The student will have to cut all vegetables similar in size in order to make the presentation uniform. He/she will have to place vegetables with colors that are color coordinated which makes the platter more attractive.

C. Evaluations

1. Rubric will be used to assess the preparation of a the hor d'oeuvre, Spanakopita
2. Classroom Participation Checklist

D. Resources

1. Professional Cooking Textbook - Pages: (735 to 762)
2. Video - on preparing basic hors d'œuvres: Canapes, filo triangle, and crepes
3. PowerPoint Presentations on hors d'œuvres

E. New Jersey Student Learning Standards

NJSLS	DESCRIPTION
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
NJSLSA.11-12.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.CI.12.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.CI.12.2	Identify career pathways that highlight personal talents, skills and abilities.

Unit 16: Catering in the Food Service

A. Objectives: The Student will be able to:

1. Identify the different types of catering options
2. Describe the ways you will price your products for the business
3. Describe the specific insurances needed to run a catering business

4. Design a simple Catering contract for the business
5. Identify the most logistic way of purchasing food product
6. Identify the different ways to reach your clientele
7. List the many menus that will be needed to be created for the business
8. Describe how to prepare, transport and set-up the product for the event

B. Activities

1. Design a specific catering business
2. The demographics of the surrounding area
 - a. Knowing the people in the area of the business
3. Do research on Liability and Workman's Compensation Insurances needed
4. Choosing the best purveyor for the business
5. Design a Catering Checklist
 - Students who attend consecutive years in culinary class will attempt a higher level of presentation by designing a Banquet(Buffer) Dining Hall. The layout of a dining hall.

C. Evaluations

1. In class assignment: The student will create their own buffet menu and prepare a diagram of the buffet layout
2. In-Classroom on Banquets

D. Resources

1. Textbook: The Complete Caterer
2. Video - Comments on successful caterers
3. PowerPoint Presentation on how to prepare a Banquet Function

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Unit 17: Advanced Food Presentation and Garnishing

A. Objectives: The Student will be able to:

1. Give examples of garnishes
2. Describe and prepare ingredients commonly used as garnishes
3. Garnish various items, including plates, desserts, and soups
4. Photograph plates using a variety of dishes, lightning, and backgrounds

B. Activities

1. Demo/Lecture on plate photography and how to present a plate for different audiences

- a. Social Media
 - b. Portfolio
 - c. Menu
2. Demo & Student practice: Classic Garnish cuts & advanced knife skills
- a. Design as activity stations
 - i. Handouts & Books @ each station
 - b. Vegetable Station
 - i. Tomato roses
 - ii. cucumber fans
 - iii. fluted mushrooms
 - c. Fruit Station
 - i. Apple swans
 - ii. Strawberry fans
 - iii. Stuffed grapes & cherries
 - iv. Candied peel
 - d. Herbs
 - i. Fried herbs
 - ii. Chiffonade
 - iii. Scaffolding with chives
3. Designing a fruit or crudité Tray
4. Preparing Quenelles
- a. œufs à la neige
5. Lecture, Demo, & Activity - Painting a plate
- a. Students will create a brightly colored sauce and use it to understand the effects of placement, color, motion, and negative space
 - b. Scallops & grilled chicken with green pea sauce, beet, & carrot sauce
6. Garnishing a catering platter with bulk food - Turkey with roasted corn and fried onion straws
7. Activity- Enhancing the past
- a. Plate modification - Students will take a recipe and image from a previous recipe and apply new plating techniques to enhance the original

C. Evaluations

- 1. Practical Test - Assembling a complete entree Plate: This will include a Protein, starch, and a vegetable
- 2. Rubric will be used to assess the student creative presentation
- 3. In class assignment on Food presentation

D. Resources

- 1. Textbook: Professional Cook, Chapter 29 Pages (877-891)
- 2. PowerPoint Presentation on Food Presentation

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