Culinary Arts II

**Grades:** 9-12

**Prerequisite:** Culinary I

**Credits:** 2.5

**ABSTRACT**

Culinary Arts II builds upon the foundation set in the Culinary Arts I course. Culinary Arts II will provide the instruction to enable all students to learn how to express themselves creatively through food. This course promotes critical thinking and decision making and develops advanced food preparation skills and technology skills. Students will have increased occasions to demonstrate their individual food preparation styles and abilities. This course offers insight into both personal and professional opportunities in the culinary arts.

BOE Approved 07/17/2018
MONTVILLE TOWNSHIP PUBLIC SCHOOLS
Culinary Arts II

<table>
<thead>
<tr>
<th>Unit of Study: (Timeframe)</th>
<th>Review of Kitchen Safety, Measuring, Basic Recipe Preparation Two Weeks and ongoing</th>
<th>Advanced Food Preparation Labs Cooking Unit Twelve Weeks and ongoing</th>
<th>Creation of Original Recipes Decorating, Garnishing Ongoing throughout Semester</th>
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</thead>
</table>

**STAGE 1: Desired Results**

**Established Goals:**

**NJSLS:**
(Standards that are only applicable to the unit; include technology and 21st century standards)

- 21st Century Life & Careers
  - 9.3.12.AG.1-5
  - 9.3.12.AG- FD.1-4
  - STEM
  - 9.3.ST.3
  - 9.3.ST.6

**NATIONAL STANDARDS**

- 9.4.12.O.4
- 9.4.12.O.17
- 9.4.12.O.18
- 9.4.12.O.44
- 9.4.12.A.36
- 9.4.12.A.47
- 9.4.12.I.(1).1

**Enduring Understandings:**
(What big ideas will students know?)

- Practicing proper food handling techniques will help to prevent food borne illnesses and kitchen accidents from occurring.
- Knowledge of accurate measuring techniques, correct choice and use of utensils and equipment, and complete comprehension of recipe language is needed to achieve success in food preparation.
- A solid foundation in basic cooking skills can provide the confidence to transform a basic recipe into a creative expression of culinary talents.
- Teamwork skills are needed to achieve collective goals and to use group members talents effectively.
- Critical thinking, planning, and time management skills are necessary to enhance results and to solve problems and make decisions.
- Baking methodologies require the application of scientific principles while encouraging culinary creativity.
- Preparing recipes with a creative emphasis on garnishing the food for an attractive presentation are acquired skills developed after consistent training and practice.
- Previous culinary experiences, knowledge of ingredients, and a little imagination is needed to express yourself through food.
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## Essential Questions:
(What questions are open-ended, debatable, global and spark critical thinking?)

1. What practices can a person implement to be safe in the kitchen?
2. How can you control the spread of food borne illnesses?
3. Why is it necessary to learn the units of measure and their relationships when preparing a recipe?
4. What knowledge is needed to prepare a recipe successfully?

## STAGE 2: Evidence

### Assessment & Evidence:
(Through what authentic performance tasks will students demonstrate the desired understandings?)
(By what criteria will performances of understanding be judged?)

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Diagnostic assessment</th>
<th>Observation of student’s lab skills based on teacher created rubric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Why is it important to master basic food preparation and cooking skills?</td>
<td>Completed activity sheets</td>
<td>Written assessments</td>
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</tr>
<tr>
<td>2. How can you develop novel ideas and methods to add creativity to food projects?</td>
<td>Safety Assessment</td>
<td>Presentation of final food product</td>
<td>Presentation of final food product</td>
</tr>
<tr>
<td>3. What are the pros and cons of working within a group setting or completely on your own and how can conflicts be resolved when making decisions within a group setting?</td>
<td>Written assessments</td>
<td>Benchmark</td>
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</tr>
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<td>4. How do precise measurements and varied temperatures affect product outcome? And how do ingredient substitutions affect the final product?</td>
<td>Observation of student’s lab skills based on teacher created rubric</td>
<td>Presentations of final food product</td>
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</table>

## STAGE 3: Learning Plan

### Learning Activities/Content:
(What is the core content of this unit? What performance tasks/activities will students do? What skills will students know?)

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Pre-assessment</th>
<th>Preparation of yeast breads and pasta</th>
<th>Anticipatory set questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is it important to master basic food preparation and cooking skills?</td>
<td>Anticipatory set questions</td>
<td>Preparation of candy, homemade jam, eggs and dairy, appetizers, garnishes, cake decorating,</td>
<td>Teacher lecture and discussion</td>
</tr>
<tr>
<td>2. How can you develop novel ideas and methods to add creativity to food projects?</td>
<td>Teacher lecture and discussion</td>
<td>Participate in a mock version of televisions’ Food Network “Chopped Challenge” entrée and dessert rounds</td>
<td>Teacher demonstration on garnishing and decorating foods</td>
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<tr>
<td>3. What are the pros and cons of working within a group setting or completely on your own and how can conflicts be resolved when making decisions within a group setting?</td>
<td>Participate in a mock version of televisions’ Food Network “Chopped Challenge” entrée and dessert rounds</td>
<td>Watch internet video on garnishing techniques and decorating skills</td>
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<td>4. How do precise measurements and varied temperatures affect product outcome? And how do ingredient substitutions affect the final product?</td>
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**MONTVILLE TOWNSHIP PUBLIC SCHOOLS**

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<tr>
<th>Resources:</th>
<th>· Ready Set Cook- theme based labs/ student chosen recipes according to the themes</th>
<th>· Student practical application in the kitchen with garnishing and cake decorating</th>
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<tbody>
<tr>
<td>· Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</td>
<td>· Science: bacteria growth, cross contamination, chemical reactions of ingredients in mixtures, ratio of amounts for reactions to occur</td>
<td>· Science: chemical reactions needed within a mixture, importance of ingredient amounts</td>
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<td>· Math: combination of utensils for accurate measuring, dividing and multiplying recipe yields</td>
<td>· Visual Arts: incorporate the elements of artistic design through food preparation</td>
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<td>· Technology: Internet resources</td>
<td>· Math: accurate use of all measuring utensils</td>
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<td>· Literacy: reading, understanding and following written directions</td>
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<td>· 21st Century Life and Careers: responsibility for safety, demonstrate active listening skills and interpersonal skills to work in kitchen groups</td>
<td>· Technology: Internet resources</td>
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<td>· Science: chemical reactions needed within a mixture, how ratio of amounts affect food products</td>
<td>· 21st Century Life and Careers: responsibility for personal safety, demonstrate active listening and interpersonal skills to work in kitchen groups</td>
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<td>· Visual Arts: incorporate the elements of artistic design when presenting food</td>
<td>· Technology: Internet resources</td>
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<td>· Math: accurate use of all the measuring utensils</td>
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<td>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&amp;T students?)</td>
<td>· Differentiation based on IEP and 504 accommodations</td>
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<td>· Paired activities</td>
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# Holiday Meals and Entertaining

## Stage 1: Desired Results

### Established Goals:

**NJ CCCS and/or CCSS:**

(Standards that are only applicable to the unit; include technology and 21st century standards)

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<th>21st Century Life &amp; Careers</th>
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**National Standards**

| 9.4.12A.47                |
| 9.4.12.I.(1).1            |

### Enduring Understandings:

(What big ideas will students know?)

1. A solid foundation in basic cooking skills can provide the confidence to transform a basic recipe into a creative expression of your culinary talents.
2. Teamwork skills are needed to achieve collective goals and to use group members talents effectively.
3. Critical thinking, planning, and time management skills are necessary to enhance results and to solve problems and make decisions.
4. Enjoyable social gatherings involve using resources effectively in planning, preparing and hosting an event. These acquired skills will be utilized in both professional and leisure time activities.
5. Knowledge of native foods in a given country can give light as to why dishes are common to particular cultures.

### Essential Questions:

(What questions are open-ended, debatable, global and spark critical thinking?)

1. How does careful planning aid in the outcome of a social event?
2. How does the theme of a social event affect the menu?
3. Why is it necessary to practice good table etiquette and proper manners?
4. What recipes are common to a country and their holidays?
### Assessment & Evidence:
(Through what authentic performance tasks will students demonstrate the desired understandings?)
(By what criteria will performances of understanding be judged?)

- Observation of student’s lab skills based on teacher created rubric
- Written unit tests
- Presentation of final food product
- Practical application
- Benchmarks

### STAGE 3: Learning Plan

#### Learning Activities/Content:
(What is the core content of this unit? What performance tasks/activities will students do? What skills will students know?)

- Anticipatory set questions
- Teacher lecture and discussion
- Preparation of Holiday recipes, and creating an original group recipe
- Plan a themed event including invitations, menu selection and food preparation
- Prepare a variety of party food including appetizers, canapés, dips, fondue and spreads
- Demonstrate appropriate table setting techniques

#### Resources:

- Teacher created tests
- Cookbooks
- Recipes and ingredients
- Classroom kitchen supplies
- Internet resources: [www.foodnetwork.com](http://www.foodnetwork.com), [www.YouTube.com](http://www.YouTube.com)

#### Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)

- Science: chemical reactions needed within a mixture, how ratio of amounts affect food products
- Visual Arts: incorporate the elements of artistic design when presenting food
- Math: accurate use of all the measuring utensils
| **Differentiation:** (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?) | - Differentiation based on IEP and 504 accommodations  
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- Tiered projects/assessments  
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- Technology: Internet resources  
- 21st Century Life and Careers: responsibility for personal safety, demonstrate active listening skills and interpersonal skills to work in kitchen groups |