Culinary Arts

CULINARY ARTS Credits: 5 Prerequisite: Food and Fitness Grades: 11, 12 This course fulfills the graduation requirement for career education/practical arts.

Culinary Arts is an advanced food preparation course. Units of study include food science, advanced baking, international foods and gourmet foods. Students are involved in discussions, demonstrations, projects and lab experiences pertaining to each area of study.

Course Compendium

UNITS OF STUDY*

Unit 1- Food Science & the Knowledgeable Cook
Unit 2- Trainings in tools and techniques
Unit 3- Taste Sensations in Sensory Perception
Unit 4- Bakeshop for Beginners
Unit 5- Mastering Cooking Methods
Unit 6- Exploring Exciting International Cuisines
Unit 7- Gallant and Gustatory Gourmet
Unit 8- Sensational Soups, Salads and Sandwiches
Unit 9- Delicious and Delectable Desserts
Unit 10- Culinary Career Education

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 9-10 (Reading & Writing in History, Soc. St., Science, & Tech. Subjects)
Anchor Standards for Reading

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

Reading History

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

Reading Science and Technical Subjects

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.

Anchor Standards for Writing

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Writing History
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence
9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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8.1 Educational Technology: B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative
products and process using technology.
8.2.12.D.3 Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

<table>
<tr><th colspan="3">GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS</th></tr>
<tr><th>English Language Learners</th><th>Students Receiving Special Education Services</th><th>Advanced Learners</th></tr>
<tr><td>- Personal glossary
- Extended time
- Simplified / verbal instructions
- Frequent breaks</td><td>- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</td><td>- Problem-based learning
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plan

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.</td></tr>
<tr><td colspan="3">At Risk Learners / Differentiation Strategies</td></tr>
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Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Leveled Rubrics Multiple Texts	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Varied Product Choices Stations/Centers Work Alone/Together

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