Intro to Culinary

Content Area: **Art**
Course(s):
Time Period: **MP1**
Length: **5 days**
Status: **Published**

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

1.0	Career, Community and Family Connections
	Different types of jobs require different knowledge and skills.
1.1	Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
1.2.1	Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.
1.2.3	Apply communication skills in school, community and workplace settings and with diverse populations.
1.2.4	Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.
1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
1.2.7	Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
3.1	Analyze career paths within consumer service industries.
3.1.1	Explain roles and functions of individuals engaged in consumer service careers.
3.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.
5.3	Demonstrate sanitation procedures for a clean and safe environment.
5.3.1	Analyze the various types of cleaning methods and their environmental effects.
5.3.3	Apply Occupational Safety and Health Administration (OSHA) regulations to safety procedures for blood-borne pathogens present in blood and body fluids.
5.3.4	Select a pest control system appropriate for the facility and the type(s) of pests likely to be present.
5.4.5	Describe procedures for safely handling and storing hazardous materials and waste products.
5.5	Demonstrate a work environment that provides safety and security.
HOSP.9-12.9.4.12.I.39	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
HOSP.9-12.9.4.12.I.47	Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.
HOSP.9-12.9.4.12.I.49	Review safety and sanitation procedures and apply them to ensure a safe and healthy

	work environment.
HOSP.9-12.9.4.12.I.51	Analyze the potential effects of exposure to common chemicals and other hazardous materials used in this cluster in order to prevent health problems that may result from their use.

Rationale

This introductory unit establishes the foundation for success in Culinary Arts I by familiarizing students with the culinary classroom, kitchen environment, expectations, safety procedures, classroom routines, and career opportunities within the hospitality and food service industry. Students begin developing professionalism, teamwork, and organizational skills while becoming comfortable working in a commercial kitchen.

Essential Questions

Content Specific	Skills Specific
• Why is safety the foundation of every commercial kitchen? • What makes a professional kitchen different from a home kitchen? • What careers exist within Culinary Arts? • Why is organization important in food production?	• How do I work safely in a kitchen? • How do I become an effective team member? • How do I identify and properly use kitchen equipment? • How do I demonstrate professionalism in the culinary classroom?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Students will continually revisit: ○ Professionalism ○ Teamwork ○ Kitchen safety ○ Organization ○ Communication ○ Responsibility ○ Equipment identification ○ Sanitation	

Career Readiness, Life Literacies, and Key Skills

Students will:

- Demonstrate responsibility and accountability.
- Work collaboratively in teams.
- Communicate effectively.
- Practice workplace professionalism.
- Develop problem-solving skills.
- Build organizational and time-management skills.
- Practice leadership and self-management.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Interdisciplinary Connections

English Language Arts

- Read and interpret classroom procedures and safety expectations.
- Develop written reflections on career interests.

Health Education

- Personal safety
- Hygiene
- Personal responsibility

Science

- Safe handling of equipment.
- Understanding hazards in the kitchen environment.

Technology

- Use Google Classroom to access assignments and submit work.
- Complete digital career exploration activities.

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an

	active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
N.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
LA.RI.9-10	Reading Informational Text
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.