

Intro to Culinary

Content Area: **Art**
Course(s):
Time Period: **MP1**
Length:
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".

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 unit introduces students to kitchen basics. Students who have learned culinary skills for various useful accomplishments such as becoming professional chefs, opening their own restaurants, catering, developing new recipes for food products, writing cookbooks, and food-related media opportunities like TV shows or online content.

Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none">• What is Culinary Arts?• What does it mean to be a professional?	<ul style="list-style-type: none">• What are the fundamental techniques that form the foundation of culinary arts?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
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- This content or skill aligns with a previously taught content or skill

- This is the content or skill that aligns with the current content and skills from this unit. Please note where this can be found in the curriculum.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

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

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

MATH.9-12.N.Q.A.3

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.