

Fair Lawn Public Schools

Fair Lawn, NJ

**Culinary
Arts 2**

Adopted August

2015

**Revised August 2015
Developed August 2015**

The Culinary Arts 2 course has been designed for High School Students and is aligned with the 21st Century Life and Careers Common Core State Standards.

Culinary Arts 2

Fair Lawn School District

Committee Credits Consumer & Family Science Team

Keith Stagg, Teacher
Lauren Gimon, Supervisor

Spring 2015

I. Course Synopsis

The purpose of American Regional Cuisine is to go on a food related learning journey around the United States. Students will develop an appreciation for and an understanding of our country's past and present by preparing foods from around the country. Students will recognize that food choices, availability, and preference are influenced by cultural, ethnic, historic and geographic factors. This course will show how environmental circumstances, geography, food supply and creativity altered foreign immigrants' traditions, eating and food patterns to form a new American cuisine. Students will prepare many representative dishes and meals from the six regions of the United States.

The purpose of International Cuisine is to study the history culture, customs and geography which influence the cuisine around the world. This course will develop an appreciation of new and unusual food and help identify how global food choices are interrelated.

II. Philosophy & Rationale

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

III. Scope & Sequence

Unit 1: Introduction – Review (5 days):

1. Knowledge of safety, lab and sanitation rules
2. Kitchen layout and function
 - a. Equipment identification
 - b. Utensil identification
3. Cooking terms and abbreviations
4. Measuring techniques
5. Reading a recipe
6. The planning sheet
7. Hand hygiene policy

Unit 2: New England Region (20 Days):

1. Early settlers culture and obstacles that were overcome
2. Methods of food preservation
3. Foods of New England colonists

New English Lab Activities

1. New England boiled dinner
2. Blueberry muffin
3. Clam chowder
4. Dessert swan
5. Toll house cookie
6. Crispy crusty waffle
7. Student choice approved by teacher

Unit 3: Mid-Atlantic Region (20 Days):

1. Pennsylvania Dutch migration
2. Culture and customs of Pennsylvania Dutch
3. Culinary contributions

Mid-Atlantic Lab Activities

1. Pizza / Stromboli
2. Philadelphia soft pretzel
3. Hero sandwich
4. Chicken and dumplings
5. Student choice approved by teacher

Unit 4: Gingerbread (10 days):

1. Plan, bake, construct, decorate gingerbread structure
2. Design creativity
 - a. candies
3. Royal icing
4. Pastry bag technique
 - a. lines, patterns, piping, tips

Gingerbread Lab Activity

1. Assemble a gingerbread structure

Unit 5: Southern Region (20 Days):

1. Immigrants and their effect on the region
2. Life in the South
3. Staple foods
4. Preparation of Soul food
5. Preparation of Creole food
6. Preparation of Cajun food

Southern Lab Activity

1. Jambalaya
2. Gumbo
3. Buttermilk
4. Corn bread
5. Bread pudding
6. Pork barbeque
7. Shrimp cocktail
8. Beignets
9. Student choice approved by teacher

Unit 6: Midwest Region (20 Days):

1. Midwest the “bread-basket” of the nation
2. Agricultural product
3. Traditions of the Midwest
4. Preparation of a potluck dinner

Midwest Lab Activities

1. Burgers
2. Cincinnati chili
3. Swedish meatballs
4. Macaroni and cheese
5. Rubeen

6. Wisconsin cheese puff
7. Baked sweet potato fries
8. Student choice approved by teacher

Unit 7: Southwest Region (20 Days):

1. Geography / Land of Contrast
2. Exploration and settlement
3. Cultural influences on foods
4. Different cuisines
5. Preparation of a barbeque

Southwest Lab Activities

1. Texas chili
2. Bean burrito
3. Tacos
4. Quesadillas
5. Empanadas
6. Barbeque beef / Short ribs
7. Onion rings
8. Student choice approved by teacher

Unit 8: Pacific Coast Region (20 Days):

1. Life Styles
2. Agricultural products
3. Cultural influences
4. Diversity in geography, climate, culture and food customs

Pacific Coast Lab Activities

1. Pineapple boats
2. Caesar salad
3. Baked salmon
4. Hawaiian baked chicken
5. Luau
6. Student choice approved by teacher

Unit 9: International (As time allows and student driven):

1. History, climate, geography and culture
2. Lifestyle
3. Cuisine and characteristic foods
4. Safe and correct use of traditional food preparation tools
5. Preparation of traditional foods
6. Nutritive value of Latin American foods

Possible areas:**Latin America Lab Activities**

1. Daiquiris
2. Flan
3. Fried Plantains
4. Fajitas

Europe

1. Wiener schnitzel
2. Ratatouille
3. Quiche Lorraine
4. Minestrone
5. Crustata
6. Yorkshire pudding

Mediterranean Countries

1. Greek salad
2. Gyros
3. Egyptian kushary
4. Couscous
5. Hummus

Middle East and Africa

1. Shish kebab
2. Pilar
3. Mast va khair
4. Pita bread
5. Kugel
6. Challah
7. Lentil soup

Asia – Russia, India, China and Japan

1. Borscht
2. Russian chicken
3. Spring roll
4. Sweet and sour pork
5. Anzac biscuits
6. Raita
7. Rongel rice
8. Egg drop
9. Miso soup

IV. Unit Descriptions

Unit 1: Introduction – Review (5 days):

Enduring Understanding

1. Kitchen accidents can be prevented. Improper personal and kitchen sanitation can lead to illness. Proper food handling techniques are necessary to prevent illness.
2. Certain tools and equipment are needed for specific tasks.
3. Understanding food preparation terms aids in successful preparation of the recipe.
4. Accurate measurements are necessary for successfully preparing recipe.
5. Understanding the parts of the recipe aids in the successful preparation of the recipe.
6. Understanding the importance of using a work plan in the successful completion of a lab experience. Cooperation, following directions, accountability, and time management are necessary skills for group tasks.

Essential Question(s)

1. Why is safety and sanitation important in the home and classroom kitchens? Why is safety important in the kitchen when operating equipment, appliances and utensils? What are the guidelines for personal hygiene when handling food and kitchen equipment? What are the sources, symptoms, and precautions of food borne illness?
2. Why is it important to use the correct tool for the task at hand?
3. Why are the correct measuring techniques important for a successful product?
4. How will understanding equivalents, abbreviations, and action words help when preparing a recipe?
5. How do you read, interpret, and produce a recipe?
6. What are the skills necessary to work together in a group setting? What is the lab procedure for classroom kitchen? What are the roles of the group members in the lab? Why is a lab and work plan important for a successful lab experience?

Learning Objectives

Students will be able to:

1. Follow and understand the importance of safety, lab and sanitation rules
2. Kitchen layout and function
 - c. Equipment identification
 - d. Utensil identification

3. Cooking terms and abbreviations
4. Use proper Measuring techniques
5. Successfully read a recipe
6. The planning sheet

Suggested Activities/Modifications

1. Activities
 - a. Games
 - b. Safety skits
 - c. Videos
 - d. Test & quizzes
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
4. Gifted and Talented
 - a. Use of higher level questioning techniques
 - b. Provide assessments with higher level thinking

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.

NJCCCS Standard 9.3 – Career and Technical Education

- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.

Unit 2: New England Region (20 Days):

Enduring Understanding

1. To identify the main food regions of the United States and prepare dishes that reflect regional ingredients.

Essential Question(s)

1. What information is necessary for students to learn about the regional cuisine of the United States?
2. How do the cuisines reflect a variety of influences?
3. How do food traditions of native people and settlers get integrated into American cuisine?

Learning Objectives

Students will be able to:

1. Improve upon cooking, technique and skills learned in Culinary Arts 1
2. To work independently and as group on lab activities
3. Prepare regional dishes and foods that reflect regional ingredients

Suggested Activities/Modifications

1. Activities
 - a. PowerPoint presentations
 - b. Guided and independent research
 - c. Lab activities
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class

3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
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Unit 3: Mid-Atlantic Region (20 Days):

Enduring Understanding

1. To identify the main food regions of the United States and prepare dishes that reflect regional ingredients.

Essential Question(s)

1. What information is necessary for students to learn about the regional cuisine of the United States?
2. How do the cuisines reflect a variety of influences?
3. How do food traditions of native people and settlers get integrated into American cuisine?

Learning Objectives

Students will be able to:

1. Improve upon cooking, technique and skills learned in Culinary Arts 1
2. To work independently and as group on lab activities
3. Prepare regional dishes and foods that reflect regional ingredients

Suggested Activities/Modifications

1. Activities
 - a. PowerPoint presentations
 - b. Guided and independent research
 - c. Lab activities
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
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Unit 4: Gingerbread (10 days):

Enduring Understanding

1. To work collaboratively with Bridges II students and construct a Holiday gingerbread structure

Essential Question(s)

1. How do food traditions and customs get integrated into American culture?

Learning Objectives

Students will be able to:

1. To plan, prepare, construct and decorate a Gingerbread structure

1. Activities
 - a. Lab activities which are displayed in main office
 - b. Some structures may be entered in local contests
2. English Language Learners
 - a. Provide notes

- b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
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Unit 5: Southern Region (20 Days):

Enduring Understanding

1.To identify the main food regions of the United States and prepare dishes that reflect regional ingredients.

Essential Question(s)

1.What information is necessary for students to learn about the regional cuisine of the United States?

2.How do the cuisines reflect a variety of influences?

3.How do food traditions of native people and settlers get integrated into American cuisine?

Learning Objectives

Students will be able to:

1.Improve upon cooking, technique and skills learned in Culinary Arts 1

2.To work independently and as group on lab activities

3.Prepare regional dishes and foods that reflect regional ingredients

Suggested Activities/Modifications

1. Activities

- a. PowerPoint presentations
- b. Guided and independent research
- c. Lab activities

2. English Language Learners

- a. Provide notes
- b. Extended time to complete assignment
- c. Peer helper in class

3. Special Education/504 Students

- a. Provide notes
- b. Extended time to complete assignment
- c. Peer helper in class

4. Gifted and Talented

- a. Use of higher level questioning techniques
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Unit 6: Midwest Region (20 Days):

Enduring Understanding

1.To identify the main food regions of the United States and prepare dishes that reflect regional ingredients.

Essential Question(s)

- 1.What information is necessary for students to learn about the regional cuisine of the United States?
- 2.How do the cuisines reflect a variety of influences?
- 3.How do food traditions of native people and settlers get integrated into American cuisine?

Learning Objectives

Students will be able to:

- 1.Improve upon cooking, technique and skills learned in Culinary Arts 1
- 2.To work independently and as group on lab activities

3. Prepare regional dishes and foods that reflect regional ingredients

Suggested Activities/Modifications

1. Activities
 - a. PowerPoint presentations
 - b. Guided and independent research
 - c. Lab activities
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
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Unit 7: Southwest Region (20 Days):Enduring Understanding

1.To identify the main food regions of the United States and prepare dishes that reflect regional ingredients.

Essential Question(s)

- 1.What information is necessary for students to learn about the regional cuisine of the United States?
- 2.How do the cuisines reflect a variety of influences?
- 3.How do food traditions of native people and settlers get integrated into American cuisine?

Learning Objectives

Students will be able to:

- 1.Improve upon cooking, technique and skills learned in Culinary Arts 1
- 2.To work independently and as group on lab activities
- 3.Prepare regional dishes and foods that reflect regional ingredients

Suggested Activities/Modifications

1. Activities
 - a. PowerPoint presentations
 - b. Guided and independent research
 - c. Lab activities
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes

- b. Extended time to complete assignment
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Unit 8: Pacific Coast Region (20 Days):

Enduring Understanding

1. To identify the main food regions of the United States and prepare dishes that reflect regional ingredients.

Essential Question(s)

1. What information is necessary for students to learn about the regional cuisine of the United States?
2. How do the cuisines reflect a variety of influences?
3. How do food traditions of native people and settlers get integrated into American cuisine?

Learning Objectives

Students will be able to:

1. Improve upon cooking, technique and skills learned in Culinary Arts 1
2. To work independently and as group on lab activities
3. Prepare regional dishes and foods that reflect regional ingredients

Suggested Activities/Modifications

1. Activities
 - a. PowerPoint presentations
 - b. Guided and independent research
 - c. Lab activities
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
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Unit 9: International (As time allows and student driven):

Enduring Understanding

1. Identify the main food areas of the world and prepare meals and dishes that reflect native foods and cooking techniques.

Essential Question(s)

- 1.What information is necessary for students to learn about the cuisine from the areas of the world?
- 2.How do the cuisines reflect a variety of influences?
- 3.What can one notice about the food traditions of the countries of the world?

Learning Objectives

Students will be able to:

1. Improve upon cooking, technique and skills learned in Culinary Arts 1
2. To work independently and as group on lab activities
3. Prepare dishes and foods from a variety of countries that reflect native ingredients

Suggested Activities/Modifications

1. Activities
 - a. PowerPoint presentations

- b. Guided and independent research
 - c. Lab activities
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
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Unit 10: Catering and Collaborative Unit:

Description: During the school year Culinary Arts II students will be required to perform catering and collaborative functions.

1. Two community service dinners with the music and drama departments
2. The Fair Lawn Community Arts Festival
3. Preparing foods and ingredients grown by the horticulture class
4. Collaborating with special needs classes at the high school and middle schools
5. Any type of food functions with Language Arts and other departments in the high school
6. Assist in the running of the school store

Enduring Understanding

1. Identify the importance of a budget, planning, and preparation in order to host school functions and banquets for the community.

Essential Question(s)

1. How do you plan a food function?
2. How do you budget for a food function?
3. What qualities are necessary to be a leader of a food function?

Learning Objectives

Students will be able to:

1. Improve upon cooking, technique and skills learned in Culinary Arts 1
2. To work independently and as group on catering activities
3. Prepare catering style cuisine

Suggested Activities/Modifications

1. Activities
 - a. Teacher led food preparation
 - b. Lab activities
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class

3. Special Education/504 Students
 - a. Provide notes
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 - c. Peer helper in class
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V. Course Materials

1. Textbook – Guide to Good Food, The Goodheart-Wilcox Company.
2. Textbook – Culinary Essentials, Johnson & Wales University, The McGraw-Hill Company/Glencoe.
3. Textbook – Food for Today, The McGraw-Hill Company/Glencoe.
4. Assorted DVD's and internet videos.
5. Five kitchen classrooms with ranges, sinks, drawers and cabinets.
6. Two door commercial refrigerator, single door commercial freezer, two dishwashing machines, microwave.
7. Excellent and numerous utensils and equipment including:
 - a. Pasta Machines
 - b. Food Processors
 - c. Free Standing Mixers
 - d. Sauté Pans
 - e. Griddles
 - f. Glassware
 - g. Measuring Utensils
 - h. Hand Mixers
 - i. Waffle Irons
 - j. Blenders
 - k. Pots and Saucepans
 - l. Dinnerware
 - m. Silverware
 - n. Mixing bowls
8. Demonstration table
9. Guest speakers and chefs

VI. Assessments

1. Midterm
2. Final
3. Quizzes
4. Labs

VII. Cross Curricular Aspects

Connections to various business courses, math courses, marketing, and science will be made during the course.