

Career Education and Consumer, Family, and Life Skills

*FOODS AND NUTRITION

*(Global Culinary Arts and Nutritional Pathways)

A 9-12 Curriculum Guide
Atlantic City Public Schools
Atlantic City, NJ

August 2018



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ACKNOWLEDGEMENTS

This was a collaborative effort to address the many demands of NJ Student Learning Standards, 21st Life and Careers, Career and College Readiness, Career and Technical Education (CTE) requirements, and global connections that stem from various academic, social, and professional opportunities in *Foods and Nutrition (*GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS) course offerings.

To address the diverse and individual needs of the students the *Foods and Nutrition (*GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS) course program embraces a broader scope now known as Career Education and Consumer, Family and Life Skills in accordance with the mandate of the state of New Jersey and advances 21st century skills needed enhance the global worldview for the global workforce.

Atlantic City High School
Atlantic City, NJ

Verna Peak
CTE Cross-Curricular Content Readiness Collaboration Team
Atlantic City High School

Dr. C. Dedra Williams, Ed.D.
CTE Curricular Content Readiness Collaboration Team
Atlantic City High School

Dawn L. Bonnell
CTE Educator
Atlantic City High School

To Be Determined
CTE Educator
Atlantic City High School

Lina Gil, Principal, Atlantic City High School
Dr. Sheree Alexander, Vice-Principal, Atlantic City High School
Stephen Brown, Vice-Principal, Atlantic City High School
Jason Grimes, Vice-Principal, Atlantic City High School
Kendall Williams, Vice-Principal, Atlantic City High School

USER'S NOTES

Career and Technical Education (CTE)

DEFINITION: A term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

Learning Pathway

DEFINITION: Specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward graduation.

Global Worldview

DEFINITION: The process of integrating an intercultural and international dimension into learning by achieving the highest potential by demonstrating the willingness and ability to understand new perspectives. By developing a comprehensive worldview, it enhances a global awareness to understand experiences that prepare learners to become confident and competent contributors to a global society.

21st Century Skills

DEFINITION: A broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

Sense-Making

DEFINITION: Ability to determine the deeper meaning or significance of what is being expressed.

Novel and Adaptive Thinking

DEFINITION: Proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.

Computational Thinking

DEFINITION: Ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.

Transdisciplinary

DEFINITION: Literacy in and ability to understand concepts across multiple disciplines.

Cross-Cultural Competency

DEFINITION: Ability to operate in different cultural settings.

Cognitive Load Management

DEFINITION: Ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques.

New-Media Literacy

DEFINITION: Ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.

Design Mindset

DEFINITION: Ability to critically assess and develop tasks and work processes for desired outcomes.

Cognitive Load Management

DEFINITION: Ability to represent and develop tasks and work processes for desired outcomes.

Virtual Collaboration

DEFINITION: Ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

Cross-Curricular Competency

DEFINITION: An interrelated set of attitudes, skills and knowledge that are drawn upon and applied to a particular content for successful learning and living. They are developed by every student, in every grade and every subject/discipline area.

Basic Skills

DEFINITION: Reading, writing, arithmetic and mathematics, speaking and listening.

Thinking Skills

DEFINITION: The ability to learn, to make decisions, and to solve problems.

Personal Qualities

DEFINITION: Individual responsibility, self-esteem and self- management, sociability, and integrity, and honesty.

Workplace Competency

DEFINITION: A range of knowledge and skills of how to use resources, interpersonal skills, and information to work productively.

Resources -- They know how to allocate time, money, materials, space, and staff.

Interpersonal skills -- They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

Information --They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

Career and College Readiness

DEFINITION: The knowledge and skills that high school graduates must possess in English and mathematics— including, but not limited to, reading, writing, communications, teamwork, critical thinking, and problem solving—to be successful in any and all future endeavors (See 21st Century Life and Careers).

21st Century Life and Careers

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Each Career Ready Practice includes an overarching statement along with a more detailed description. Below are the 12 overarching statements:

- CPR1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 9-12

FOODS AND NUTRITION I

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I)

Overview

This course, *Foods and Nutrition I (Global Culinary Arts & Nutritional Pathways I), will provide students with the opportunity to earn five credits. The students will acquire the knowledge and skills to perform basic cooking and culinary techniques. Students will learn how to identify information found on a recipes and menus. Students will demonstrate knowledge of how to measure for culinary preparations. There will be an emphasis on working in professional kitchens and creating culinary presentations.

The *FOODS AND NUTRITION I (Global Culinary Arts & Nutritional Pathways I) curriculum will incorporate the following New Jersey Core Content Standards:

Career Education and Consumer, Family and Life Skills

9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the work place.

9.2 (Consumer, Family and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Technological Literacy

8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Health Education and Physical Education Standards

2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 9-12

FOODS AND NUTRITION I (GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I)

Rationale

In today's society, emphasis has been on food, innovative cookery, culinary arts and related careers. Students are well aware of foods and how it affects their lives amongst their peers. This year long course will allow students to take a closer look at their own sense of foods and nutrition through a global perspective. To establish a feeling of accomplishment and pride the students will construct their own culinary presentations using personal preference in food and recipe choices.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 9-12

FOODS AND NUTRITION I

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I)

Strategies

*FOODS AND NUTRITION I (GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I) will be a combination of structured activities, self-motivated participation and classroom instruction. Presentations, demonstrations (teacher and student) will take place throughout the semester. Guest speakers and/or field trips may enhance the program as needed. A hands-on approach will be an integral part of the course. Students will evaluate their own projects and those of other classmates, as needed.

Some suggested activities might include, but not be limited to the following:

- Safe use of equipment
- Sanitation practices (i.e., hand washing, Fight BAC guidelines, etc.)
- Safe food handling practices
- Safe food storage practices
- Emotional influences on food choices
- Psychological influences on food choices
- Dietary patterns associated with religious beliefs (i.e., vegetarianism, kosher foods) Cultural influences on food choices
- Intellectual influences on food choices
- Components of wellness across the life span
- Fundamentals of good nutrition across the life span
- MyPyramid
- Food sources of food groups
- Nutritive value of foods
- Healthy eating habits and practices
- Food safety temperatures (i.e., danger zone, sterilization temperature, correct doneness temperatures for meat, etc.)
- Food sources of food groups
- Nutritive value of foods
- Short-term goals vs. long-term goals
- Role of standards, resources, and opportunities in career decision-making
- Work schedules for jobs in foodservice, teaching, and counseling
- Career planning

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 9-12

FOODS AND NUTRITION I

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I)

Scope and Sequence

Laboratory Use and Safety Practices

- Equipment use and care
- Laboratory procedure
- Safe food handling and sanitation
- Laboratory safety and accident prevention
- Food service and table service

Nutrition and Wellness

- The food guide pyramid and planning a healthy diet
- Nutrients (functions and sources)
- The dietary guidelines for Americans
- Vegetarian diets and protein substitution
- Foods relationship to disease
- Setting personal wellness goals

Preparation of Food

- Basic cookery using the pyramid (milk, vegetables, fruits, grains and breads, meat, etc.)
- Basic measurement and cookery terms
- Pastry preparation and baking
- Broiling, frying, stewing
- Microwave cookery
- Wok cookery
- Use of technology to enhance preparation

Menu Planning and Preparation

- Restaurant menu terms and culinary terminology
- Planning nutritious family meals using the pyramid food guide
- Management skills in food production
- Food choices that support healthy lifestyles when eating out

Consumer Practice and Environmental Awareness

- Food labeling and nutrient content
- Comparison shopping
- Budget and food cost simulations
- Evaluation of market place options, advertisement, and environmental impact
- Food resources from farm to the recycle bin

Global Food and Culture

- Identify the geographic, climatic, and cultural factors that have influenced food and beverage customs
- Explain how and why cultural customs have evolved
- Explain the immigration patterns of each country
- Recognize and prepare food from each country studied
- Participate in labs.
- Compare/contrast each country studied

The following region/countries should be covered:

- ◆ Latin America (Mexico) ◆ Europe (France) ◆ Mediterranean (Italy) ◆ Asia (China, India, Korea)
- ◆ Mid-East (Israel, Syria) ◆ North America (United States of America)

Suggested research topics to include:

- Current events in foods and nutrition
- Ethnic heritage of family

Research and Exploration Suggested research topics to include:

- Current events in foods and nutrition
- Ethnic heritage of family.

Careers

- Learn about career opportunities by gaining transferable skills, knowledge, and creativity in culinary arts.
- Learn about post-secondary schooling for careers as stated above.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 9-12

FOODS AND NUTRITION I

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I)

Student Outcomes

After successfully completing his course, the student will be able to:

1. Explain basic concepts of foods and nutrition practices
2. Demonstrate an understanding of the basic concepts of nutrition, food choices, and well-being
3. Recite basic culinary terminology
4. Demonstrate proper use of equipment
5. Demonstrate an understanding of safety and sanitation procedures
6. Read and interpret recipes
7. Develop an understanding of how to interpret and adjust recipe guides
8. Complete accurate measurements in order to prepare for recipe requirements
9. Practice safe and sanitary work habits
10. Operate commercial kitchen lab machinery in a safe manner
11. Select, use, and maintain kitchen knives in a safe manner.
12. Prepare independent food projects using proper techniques and sanitary and safety procedures
13. Prepare and serve a variety of food items
14. Plan and create menus for food presentations
15. Understand global issues that affect nutrition and wellness
16. Plan well-balanced meals for small and large groups to include principles demonstrating good nutrition information
17. Perform basic computer functions

18. Develop positive interpersonal abilities to create a team environment in the workplace.
19. Work independently, as well as cooperatively
20. Develop skills in organizing and managing group activities with an emphasis on cooperation with peers
21. Demonstrate ability to organize cooperative group activities
22. Devise menus that illustrate cuisine from different cultures
23. Exhibit an understanding of all food preparation techniques including recipes of different cultures
24. Investigate why countries consume the foods that are indigenous to that country: culture, environment, religion, farming, imports, exports, holidays, etc.
25. Prepare foods from a variety of countries to experience new tastes and techniques
26. Follow the explorers across the United States to review the foods indigenous to that particular area
27. Demonstrate food science experiments throughout the course to illustrate the connection between food and chemistry
28. Explore world cuisine and the factors that influence food choices
29. Discuss the food choices the students make and what might influence those choices
30. Recognize that the following areas may influence food choices: Geography, Economics, Climate, Culture, Environment, Farming, History
31. Prepare traditional dishes from various countries and regions
32. Students will better understand food selections in the United States and what may have influenced those choices.
33. Explore the cuisine of the United States and how it has been influenced by other areas of the world
34. Discuss the areas of North America and the possible reasons for typical foods, such as: early settlers, climate, farming and technology
35. Re-evaluate the reasons and influences of our personal food choices

36. Students will consider careers that have evolved due to the food industry, technology and today's world cuisine.
37. Determine how the food industry has changed and make predictions to possible future developments.
38. Prepare traditional foods related to various parts of the country, noting the cultural influences
39. Explore careers related to the food industry in various parts of the world
40. Understand how technology has changed the industry, and discuss what may develop in the future
41. Be aware of the wide range of opportunities in occupational opportunities in culinary arts

In addition, the following CTE learning outcomes reflect the guiding expectations of all programs at Atlantic City High School:

- Human Diversity
- Cross-Cultural Interactions
- Effective Communication
- Critical Thinking

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 9-12

FOODS AND NUTRITION I

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I)

Evaluation

Students will be evaluated in the following areas:

- A. Completion of assigned project requirements, including presentations to class.
- B. Tests/ Quizzes
- C. Class work
- D. Class participation: including, but not limited to food preparation, use of proper equipment and techniques, keeping work area clean and safe and respect for other students work.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 9-12

FOODS AND NUTRITION I

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I)

Resources

Text / Supplemental Reading / Technology Resources / References

Primary resources for the course will consist of a variety of supplemental resource books, Media Center books and materials, internet materials, a variety of cookbooks and teacher supplied information and recipes.

Some of the supplemental resource books will be kept in the Family and Consumer Science room.

The main resource textbook used: Guide to Good Food, Largen and Bence, Goodheart-Wilcox Company, Inc. 2008

--Web Sites--

www.nat.uiuc.edu

www.eatright.org

www.fda.gov

www.ag.uiuc.edu

www.fightbac.org

www.usda.gov

www.foodlandpeople.org

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 10-12

FOODS AND NUTRITION II (GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II)

Overview

Building upon the basic concepts of food preparation learned in *Foods and Nutrition I (*Global Culinary Arts and Nutritional Pathways I), a prerequisite, this semester course will expose the students to further study of the world of international and ethnic cuisine. *Foods and Nutrition II (*Global Culinary Arts and Nutritional Pathways II) will encourage students to learn the culture, history and traditional preparation techniques of a variety of countries, including the regional United States. Also, students will learn and experience the art of garnishing, cake decorating, presentation, holiday foods and table services.

The *FOODS AND NUTRITION II (GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II) will incorporate the following New Jersey Core Content Standards:

Career Education and Consumer, Family and Life Skills

9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the work place.

9.2 (Consumer, Family and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Technological Literacy

8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Health Education and Physical Education Standards

2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 10-12

FOODS AND NUTRITION II

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II)

Rationale

The food industry continues to expand and reach all generations. *Foods and Nutrition II (*Global Culinary Arts and Nutritional Pathways II) will explore areas of world cuisine and the influence it has had, and continues to have, on our culture in the United States. Diversity crosses over to the foods we eat and experience. The students will not only recognize the foods of different cultures, but also recognize the importance of presentation. Incorporating topics of nutrition, preparation techniques, safety, sanitation and food borne illnesses will be ongoing. Culinary, hospitality and food related careers will be highlighted.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 10-12

FOODS AND NUTRITION II

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II)

Strategies

- Safe use of equipment
- Sanitation practices (i.e., hand washing, Fight BAC guidelines, etc.)
- Safe food handling practices
- Safe food storage practices
- Equivalent and measuring techniques
- Dietary patterns associated with religious beliefs (i.e., vegetarianism, kosher foods)
- Cultural influences on food choices
- Intellectual influences on food choices
- Components of wellness across the life span
- Fundamentals of good nutrition across the life span
- Family customs
- Food sources of food groups
- Developing a healthy approach to food and nutrition
- Role of technology in expanding the food supply
- Food sources
- Specific career titles associated with nutrition and food occupations (i.e., Dietitian, Executive chef, Researcher, Food stylist, Food service manager, Counselor, Restaurateur)
- Functions of careers associated with nutrition and food
- Roles and responsibilities of careers associated with nutrition and food
- Sources of information on related careers (i.e., Occupational Outlook Handbook)
- Personal priorities, aptitudes, and preferences associated with nutrition and wellness related careers
- Resume and portfolio development
- Interview skills Education, training, and licensure requirements for nutrition and food careers

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 10-12

FOODS AND NUTRITION II

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II)

Scope and Sequence

Safety

- Identify safe procedures for handling and working with equipment and utensils
- Identify safe procedures for handling and working with various types of food
- Identify hazardous materials
- Pass a safety test

Kitchen Sanitation

- Describe important standards of personal hygiene and kitchen cleanliness
- Develop skills in kitchen cleanliness and orderliness
- Discuss causes, symptoms, and treatments of common foodborne illnesses
- Demonstrate proper handling, use, cleaning, and storage of sharp objects such as knives, peelers, and graters

Kitchen Equipment

- Identify specific uses for various kitchen appliances, small equipment, and utensils
- Develop skills in measuring by using appropriate equipment and utensils

Laboratory Preparation Skills

- Learn how to use abbreviations in recipes
- Learn how to convert the yield in recipes
- Develop skills in reading and following directions in recipes
- Develop skills in converting recipes for appropriate number of serving

Food and Culture

- Identify the geographic, climatic, and cultural factors that have influenced food and beverage customs
- Explain how and why cultural customs have evolved
- Explain the immigration patterns of each country
- Recognize and prepare food from each country studied
- Participate in labs.
- Compare/contrast each country studied

Careers in Food Service

- Learn about career opportunities by gaining transferable skills, knowledge, and creativity in culinary arts.
- Learn about post-secondary schooling for careers as stated above.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 10-12

FOODS AND NUTRITION II

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II)

Student Outcomes

After successfully completing this course, the student will be able to:

1. Identify the geographic, climatic, and cultural factors that have influenced food customs around the world
2. Explain how and why cultural customs have evolved
3. Recognize and prepare food from various countries
4. Develop skills in reading and understanding recipes
5. Develop an understanding of immigration patterns to the United States
6. Utilize proper measurement techniques for liquid and dry ingredients
7. Identify basic food terminology and vocabulary associated with countries to be studied
8. Develop a working knowledge of the use and care of traditional and specialized ethnic cooking utensils and equipment.
9. Develop skills in a variety of food preparation techniques unique to those areas studied
10. Develop a working knowledge of menu planning principles in relation to nutritional, budgetary, and cultural considerations
11. Identify career opportunities in the area of foods and nutrition and food service management

In addition, the following CTE learning outcomes reflect the guiding expectations of all programs at Atlantic City High School:

- Human Diversity
- Cross-Cultural Interactions
- Effective Communication
- Critical Thinking

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 10-12

FOODS AND NUTRITION II

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II)

Evaluation

Students will be evaluated in the following areas:

- A. Completion of assigned project requirements, including presentations to class.
- B. Tests/ Quizzes
- C. Class work
- D. Class participation: including, but not limited to food preparation, use of proper equipment and techniques, keeping work area clean and safe and respect for other students work.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 10-12

FOODS AND NUTRITION II

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS II)

Resources

Text / Supplemental Reading / Technology Resources / References

Primary resources for the course will consist of a variety of supplemental resource books, Media Center books and materials, internet materials, a variety of cookbooks and teacher supplied information and recipes.

Some of the supplemental resource books will be kept in the Family and Consumer Science room.

The main resource textbook used: Guide to Good Food, Largen and Bence, Goodheart-Wilcox Company, Inc. 2008

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CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 11-12

FOODS AND NUTRITION III

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III)

Overview

As the world becomes more complex and pluralistic in nature, it is imperative for students to develop skills to become community and career leaders as well as productive global citizens. Previous knowledge from courses in CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS will accelerate students' abilities to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they prepare their career and college pathways. A combination of learning outcomes will empower students to gain confidence and competence as they engage in experimental activities that will contribute to dynamic perspectives and lifelong learning.

Foods and Nutrition III (GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III) affords advanced students the opportunity to enhance culinary skills and broaden familiarity with food diversity. Students will gain a deeper understanding of how gastronomic culture and traditions of regions and countries influence food choices. Students will use the foods laboratory setting to prepare foods from various regions and countries for a comparative analysis of cuisines, ingredients, and cooking methods. Students will participate in hands-on, engaging, and involved application of newly acquired knowledge and skills to expand authentic real-world experiences. Students will develop a global awareness of current issues in global nutrition and food concerns assess factors that may impact the availability and quality of food in the global marketplace. The global focus will enable students to investigate transnational food practices and gain knowledge about global and gourmet food and diverse cultures.

The *FOODS AND NUTRITION III (GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III) curriculum will incorporate the following New Jersey Core Content Standards:

Career Education and Consumer, Family and Life Skills

9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the work place.

9.2 (Consumer, Family and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Technological Literacy

8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Health Education and Physical Education Standards

2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 11-12

FOODS AND NUTRITION III

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III)

Rationale

FOODS AND NUTRITION III *(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III) students' abilities to identify, explain, and apply advanced culinary skills. Students will study various countries from around the world and explore how cultures and traditions shape various aspects of culinary arts. In addition, students must identify and prepare cultural foods. The combination of research and hands-on experience will allow students to gain experience cooking, tasting, and comparing and contrasting foods, ingredients, cooking methods, and proper use of equipment from a cultural perspective. With increased knowledge, students will be able gain a deeper understanding of international cuisine, advanced culinary techniques, food in a global society, and college and career readiness skills relative to global foods or gourmet cuisine. Students will work independently on projects throughout the semester, some assigned by the teacher, others personally selected. Upon successful completion of this course, students will have acquired transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities and life-long learning.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 11-12

FOODS AND NUTRITION III

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III)

Strategies

- Advanced Safety and Injury Prevention and Practices
- Advanced Sanitary Kitchen Practices, Food Preparation, Food Bourne Illness
- Advanced Culinary Products
- Budget and Marketing with financial goals for food purchases
- Global regulations and resources that affect food selection and consumption
- Meal planning, Nutrition, and Special Dietary Needs
- Career Exploration through communication, critical thinking, problem solving, and leadership
- Informed Knowledge of food knowledge and practices
- Apply knowledge of basic baking and other food preparation techniques.
- Integrate knowledge of healthy nutrition practices into food preparation practices and marketing of products.
- Apply proper food safety and sanitation procedures while preparing, handling, and storing baked products.
- Create products that represent a variety of cultures and health related issues.
- Demonstrate ability to make good consumer decisions based on research and sound information from a variety of sources.
- Apply sound resource management practices.
- Develop and implement a business plan beginning with a product idea to actually marketing and selling the product.
- Describe career options in the food industry. Integrate technology into all areas of product development.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 11-12

FOODS AND NUTRITION III

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III)

Scope and Sequence

Regional Cuisine of the United States

Investigate the seven regions of the United States and the origins of their food traditions

Demonstrate the ability to select, prepare, and serve foods from the seven regions of the United States

International Cuisine

Investigate different areas from around the world and how their cultures and traditions have affected their food choices

Demonstrate the ability to select, prepare, and serve foods from various countries throughout the world

Advanced Culinary Techniques

Select and combine foods for maximum nutritional value, quality, and palatability

Demonstrate advanced food preparation skills

Current Issues Related to Food in a Global Society

Investigate hunger on a global basis

Examine foods produced by current sustainable practices

Explain the impact of importing and exporting on the selection of food

Investigate current health concerns which affect the global consumption and selection of foods.

The Future of Food in a Global Society

Explore technological advances that affect the global food supply

Career Pathways in Gourmet or Global Foods

Analyze career paths within the gourmet or global food industries

Students will integrate the knowledge, skills, and practices required for careers in the gourmet or global foods fields. Students will identify and analyze the benefits of professional organizations and professional networking on securing a job and on career success based on current global and technological trends students will attempt to predict possible future careers in the gourmet and global foods fields.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 11-12

FOODS AND NUTRITION III

Student Outcomes

After successfully completing this course, the student will be able to:

1. Identify the seven regions of the United States - New England, Mid-Atlantic, South, Midwest, West and Southwest, Pacific Coast, Hawaiian Islands
2. Explore factors that have influenced the development of the food traditions of each region
3. Identify specific foods from each of the seven regions
4. Prepare foods from each of the seven regions
5. Practice acceptable food preparation skills and techniques
6. Compare and contrast the foods and ingredients used in each of the seven regions
7. Analyze the nutritional value of the foods of each region
8. Explore how the culture of the country influences the food choices, eating habits, and etiquette
9. Assess how the traditions of the country affect food choices
10. Explore the nutritional guidelines of the country
11. Compare and contrast the nutritional and dietary guidelines of the country with the nutritional and dietary guidelines of the United States
12. Demonstrate the skills and techniques commonly used in the food preparation of the country
13. Recognize commonly used ingredients within the country including but not limited to flavoring and seasonings
14. Practice recommended safety and sanitation practices and procedures in the preparation of the foods from the country
15. Apply the principles of nutrition to the food products selected for preparation
16. Identify herbs, spices, and flavorings used to enhance foods
17. Investigate flavor profiles and complementary food pairings

18. Assess the nutritional value of selected foods and how they fit into a healthy lifestyle
19. Prepare a variety of gourmet foods including but not limited to hors d'oeuvres, sauces, soups, entrees, accompaniments, and pastries
20. Used advanced knife skills in the preparation of ingredients
21. Use food plating, styling, and garnishing techniques when serving food
22. Use recommended safety and sanitation procedures
23. Identify and evaluate current food trends and developments in food preparation and service
24. Define and explain factors which affect the food supply including but not limited to geography, climate, economics, transportation systems, farming methods, fuel supply, population density, political situation, and natural disasters
25. Identify countries where hunger is a major concern
26. Identify ways hunger impacts the social, emotional, cognitive, and physical characteristics of an individual or society
27. Discuss and formulate ideas for plausible solutions to world hunger
28. Understand the components of sustainable food systems within the global food market
29. Explore the advantages and disadvantages of selecting and purchasing sustainable food products
30. Evaluate the quality of sustainable foods
31. Define fair trade within the global food market
32. Evaluate the challenges fair trade imposes on the global market
33. Identify how current laws, regulations, and policies affect the selection and preparation of food around the world
34. Investigate current food preparation practices which may affect the quality or availability of food products (e.g. Pesticides, fertilizers, preservatives, food dyes, recalls, etc.)
35. Explore factors that create current food related health concerns around the world (e.g. diseases, tourism, availability of potable water, the risk of animal to human disease transmission, poverty, international commerce, climate change, terrorist threats to food supplies, etc.)

36. Examine the process of developing new products to improve the food supply
37. Examine the process of developing new food sources to improve the food supply
38. Explain roles and functions of individuals engaged in gourmet or global food careers
39. Analyze opportunities for employment in entrepreneurial endeavors
40. Summarize education and training requirements and opportunities for career paths in the gourmet or global food fields
41. Analyze the effects of gourmet or global food careers on the local, state, national, and global economies
42. Assess personal knowledge, skills, and qualities required for careers in the gourmet or global foods fields and evaluate personal suitability for one or more of these careers
43. Identify skills and personal qualities that need to be acquired and/or improved to be successful in specific careers
44. Analyze the role of professional organizations in the gourmet or global foods industries
45. Utilize professional networking in order to learn about a specific career from a professional in the field
46. Create an employment resume and career portfolio for applying for internships, work-based opportunities, and employment in the gourmet or global foods fields
47. Investigate research methods for predicting future careers in the gourmet or global foods fields
48. Conduct research to predict future careers in the gourmet or global foods fields
49. Propose educational and experiential opportunities which offer potential preparation for future careers in the gourmet or global foods fields

In addition, the following CTE learning outcomes reflect the guiding expectations of all programs at Atlantic City High School:

- Human Diversity
- Cross-Cultural Interactions
- Effective Communication
- Critical Thinking

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 11-12

FOODS AND NUTRITION III

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III)

Evaluation

Students will be evaluated in the following areas:

- A. Completion of assigned project requirements, including presentations to class.
- B. Tests/ Quizzes
- C. Class work
- D. Class participation: including, but not limited to food preparation, use of proper equipment and techniques, keeping work area clean and safe and respect for other students work.
- E. Complete Advanced *FOODS AND NUTRITION III *(Global Culinary ARTS and NUTRITIONAL PATHWAYS II)

Culinary Capstone Project(s) to demonstrate ability to:

- Develop skills necessary to become responsible workers, employees, consumers and citizens in an ever-changing world.
- Gain skills in time management and decision making.
- Learn by practical application.
- Explore educational and career opportunities.
- Demonstrate responsible and respectful behavior as citizens of their school and community.
- Make informed responsible judgments regarding their personal, emotional and physical well-being.
- Demonstrate integrity, persistence, and the ability to work independently and cooperatively
- Utilize current technology in their educational experiences.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Grade Level: 11-12

FOODS AND NUTRITION III

(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS III)

Text / Supplemental Reading / Technology Resources / References

Primary resources for the course will consist of a variety of supplemental resource books, Media Center books and materials, internet materials, a variety of cookbooks and teacher supplied information and recipes.

Some of the supplemental resource books will be kept in the Family and Consumer Science room.

The main resource textbook used: Guide to Good Food, Largen and Bence, Goodheart-Wilcox Company, Inc. 2008

--Web Sites--

www.nat.uiuc.edu

www.eatright.org

www.fda.gov

www.ag.uiuc.edu

www.fightbac.org

www.usda.gov

www.foodlandpeople.org

GENERAL COURSE OBJECTIVES FOR *FOODS AND NUTRITION I, II and III
(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I, II and III)

NATIONAL STANDARDS for FAMILY and CONSUMER SCIENCES (NASAFACS)

<http://www.nasafacs.org/national-standards-and-competencies.html>

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR 21st CENTURY LIFE AND CAREERS AND TECHNOLOGY**

<http://www.state.nj.us/education/cccs/>

NEW JERSEY CAREER & TECHNICAL EDUCATION (CTE) STANDARDS

<http://www.state.nj.us/education/cccs/2014/career/>

THE 12 CAREER READY PRACTICES:

Career Ready Practices outline the skills that all diverse learners need to acquire to be flexible, reflective, and proactive in life and careers. These researched practices are essential to career readiness skills.

STANDARD 9.1: PERSONAL FINANCIAL LITERACY:

Personal Financial Literacy outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance and fiscal responsibility. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION:

Career Awareness, Exploration, and Preparation outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

STANDARD 9.3: CAREER AND TECHNICAL EDUCATION:

Career and Technical Education outlines what students should know and be able to do upon completion of a CTE Program of Study.

STANDARD 8.1: TECHNOLOGY

All diverse learners will improve digital literacy skills and use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

GENERAL COURSE OBJECTIVES FOR *FOODS AND NUTRITION I, II and III
(GLOBAL CULINARY ARTS AND NUTRITIONAL PATHWAYS I, II and III)
Proficiency Levels

METHODS OF ASSESSMENT

Student Assessment

The instructor will provide a variety of assessments during the course of the year. A majority of participants' evaluation of success will include authentic, project-based assessments. In addition, participants are required to successfully complete marking period projects, individual and group projects and a final project. Participants are also responsible for designing projects to improve career readiness skills and demonstrate mastery of concepts.

Curriculum/Teacher Assessment

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the CTE program, including:

Teacher/departmental meetings

Teacher observations

Completed projects

Self-evaluations/Reflective Practice

Suggestions for changes to CTE administrator

GROUPING

Heterogeneous ability groups of grades 9-12.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME (See Year-At-A- Glance)

Course length is one year and is offered to students in grades 9-12. This course meets five days a week.

RESOURCES

Field Trips

Field trips to learn about traditional, innovative cookery practices and techniques from various global culinary interests are encouraged. In addition, field trips to professional kitchens, restaurants, and other culinary-related settings to learn about career opportunities in the many aspects of culinary arts are beneficial to extend perspectives and enhance learning outcomes.

Guest Speakers

Formal and informal engagements with community program representatives, business owners, and colleges that offer programs in culinary arts will provide authentic, real-world knowledge. Other guest speakers from the industry will provide expertise and insight into professional experiences.

Text/Supplemental Reading/Technology Resources/ References

Primary resources for the course will consist of a variety of textbooks, magazines, demonstration videos, Media Center books and materials, internet materials, a variety of cookbooks, and teacher supplied information and recipes.

Commercial cookbooks and guides to cookery

Publications of the USDA and computer diet evaluations
Films and materials from educational and manufacturer sources
Consumer Reports and Cookery Magazines

Saveur Magazine

Bon Appetite Magazine

Gourmet Magazine

Guide to Good Food by Velda L. Largen and Deborah L. Bence, The Goodheart-Willcox Company, Inc.,
2006

--Internet resources--

www.Mypyramid.com

www.nat.uiuc.edu

www.eatright.org

www.fda.gov

www.fightbac.org

www.usda.gov

www.foodlandpeople.org

METHODOLOGIES

The following instructional methods and techniques are suggested:

- Lecture
- Demonstration
- Practice Projects
- Individualized Projects
- Essay writing
- Class Projects
- CTE Student Portfolios
- Peer evaluations
- Concept maps
- Competition results
- Pre/post course exams
- Class Discussions
- Other creative assessment

SUGGESTED ACTIVITIES

The instructor should incorporate a range of techniques and project-based activities incorporating the use of various pieces of equipment and other Global Culinary Arts and Nutritional Pathways demonstrations.

DIFFERENTIATED INSTRUCTION FOR DIVERSE LEARNERS

Every CTE student is unique with specific interests and learning styles. Successful instructors implement various behaviors and strategies to meet the distinct needs of diverse learners. Participants in Global Culinary Arts and Nutritional Pathways can learn in multiple ways as instructors become aware of

students' prior knowledge as well as their global perspectives. CTE students can benefit from contextual learning and accommodations in the four major categories: context, process, product, and learning environment. By offering appropriately challenging learning experiences, instructors can accommodate and maximize success for all learners.

Examples of Differentiated Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Exit activities

INTERDISCIPLINARY CONNECTIONS

This course requires the application of math, reading, and basic skills with recipes, charts, and instructional guides. History and the sciences are covered when discussing nutrition practices and global foodways throughout the eras and in the discussion of the evolution of culinary arts. The arts are covered through the visual representation of the elements and principles of culinary skills and presentations along with proper use of the elements in their creation. Technology is used to research ingredients and demonstrations to prepare an assortment of original culinary creations.

Where appropriate, the instructor will include other disciplines as well.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

INTERDISCIPLINARY CONNECTIONS

An individual wants to select a career pathway from Career Education and Consumer, Family, and Life Skills in an area of interest for future employment and postsecondary and lifelong learning.

Focus: Participate in a variety of activities to explore possible career pathways. Conduct research and perform preparatory activities to select a specific career pathway for future employment, postsecondary education and lifelong learning. Links to Other Standards: Visual and Performing Arts 1.3, 1.6; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12; Science 5.2; Social Studies 6.1, 6.3, 6.4, 6.5, 6.6; World Languages 7.

Cross-Content Workplace Readiness Standards	Visual and Performing Arts	Language Arts Literacy	Math	Science	Social Studies	World Languages
Develop Career Planning and Workplace Readiness Skills	Chose a learning pathway to design a hands-on project and visual presentation that involves skill development related to a career pathway choice. Use novel and adaptive thinking and cognitive load management to demonstrate originality, technical skills, and creativity in the creation of desired project-based learning outcomes. Use design mindset to enhance, assess, evaluate final product.	Recognize that written communication can impact the ability to engage in trans-disciplinary learning experiences.	Implement mathematical concepts and authentic learning experiences in daily lives, authentic learning experiences and career-related contexts.	<i>Relate 21st Century Skills to understand scientific contributions in response to transformation in societal, political, and geographical factors.</i>	Use interdisciplinary applications to gain a deep and enduring understanding of knowledge and ideas in real world settings. Develop career and college readiness skills in the 21 st century.	Recognize the valuable traits of second and multiple languages. Explore employment paths and where languages are beneficial for marketability, distinguishability, relationship building, business skills, and global opportunities.

<p>Use Technology, Information and Other Tools</p>	<p>Navigate and infuse elements of technology to complete research about career pathways of interest, conduct electronic multimedia searches on respective career interests, and prepare multimedia presentations. Use new-media literacy skills to advance learning and thinking and engage in virtual collaboration.</p>	<p>Gather information from multimedia resources such as films, presentations, observations, and other media. Develop a visual presentation report or visual representation using various communication and forms of expression.</p>	<p>Infuse technological skills to gather, analyze, evaluate information and mathematical data.</p>	<p>Acquire an understanding of the use of technology for the application of scientific principles to complete an investigation and draw conclusions.</p>	<p>Demonstrate ability to use job-specific technologies. Use technological resources to gain workplace readiness skills and insight into global dimensions.</p>	<p>Use technological resource to examine the interrelationship among language, culture and communication to improve knowledge of other cultures. Explore technology resources to enhance language acquisition.</p>
<p>Use Critical Thinking, Decision-Making, and Problem-Solving Skills</p>	<p>Identify and use basic skills and thinking skills to solve design problems in space, structures, objects, sound, and/or events for home and workplace. Analyze the experience in terms of future career goals and objectives. Identify and use Career and Technical Education (CTE) skills transferable to future jobs.</p>	<p>Analyze informational text for the purpose, ideas, and intent relative to career pathways.</p>	<p>Use computational thinking skills, information and resources to practice multiple problem-solving methods, techniques, and strategies,</p>	<p>Use the scientific process to develop strategies and skills for information gathering to investigate and discover alternative solutions to practical problems.</p>	<p>Reason with diverse perspectives of historical, social, and political knowledge by using evidence-based resources, cooperative learning, and higher-cognitive thinking skills.</p>	<p>Recognize languages and cross-cultural issues that impact literacy and workplace readiness. Gain awareness and competency of diverse perspectives. Improve self-awareness by examining cross-cultural viewpoints and behaviors.</p>

<p>Demonstrate Self-Management Skills</p>	<p>Provide constructive critique for self-assessment of own work and peer evaluation of other’s work. Empower self through reflective practices. Analyze interpersonal skills, personal qualities, and workplace competency to develop an interest inventory for student portfolio.</p>	<p>Modify oral communications to accommodate different purposes and audiences. Use appropriate language and terms that are apropos for the workplace and professional settings.</p>	<p>Apply academic skills to improve study habits and expand knowledge. Enhance critical thinking skills to clarify concepts for argument and persuasion and drawing conclusions.</p>	<p>Record observations to reflect and clarify thinking to build upon knowledge and skills to recognize patterns and summarize findings.</p>	<p>Diversity awareness by working well with others. Respect cultural differences in workplace settings. Understand the distinctive rights and responsibilities of global citizens. Understand the significance of global worldview in the workplace.</p>	<p>Identify cultural differences that affect communication. Interact and communicate effectively with culturally and linguistically diverse groups in task-oriented projects and social settings.</p>
<p>Apply Safety Principles</p>	<p>Demonstrate appropriate use of technology, tools, terminology, and techniques to ensure safety. Apply sense-making skills to adhere to appropriate safety guidelines.</p>	<p>Comprehend and apply safety principles and practices.</p>	<p>Use mathematical concepts to ensure quality and universal safety precautions.</p>	<p>Incorporate various scientific relationships to design and conduct experiments. Demonstrate an awareness of the rationale of safety procedures as by evidenced by learning outcomes.</p>	<p>Expand ideals and practices that promote safety and consider the general welfare of collective concerns that impact social, cultural, economic, technological shifts.</p>	<p>Promote and ensure safety procedures by recognizing literacy and cultural differences in the workplace to maintain safety performance standards and address safety-related concerns.</p>

GENERAL COURSE OVERVIEW FOR *FOODS AND NUTRITION I and II

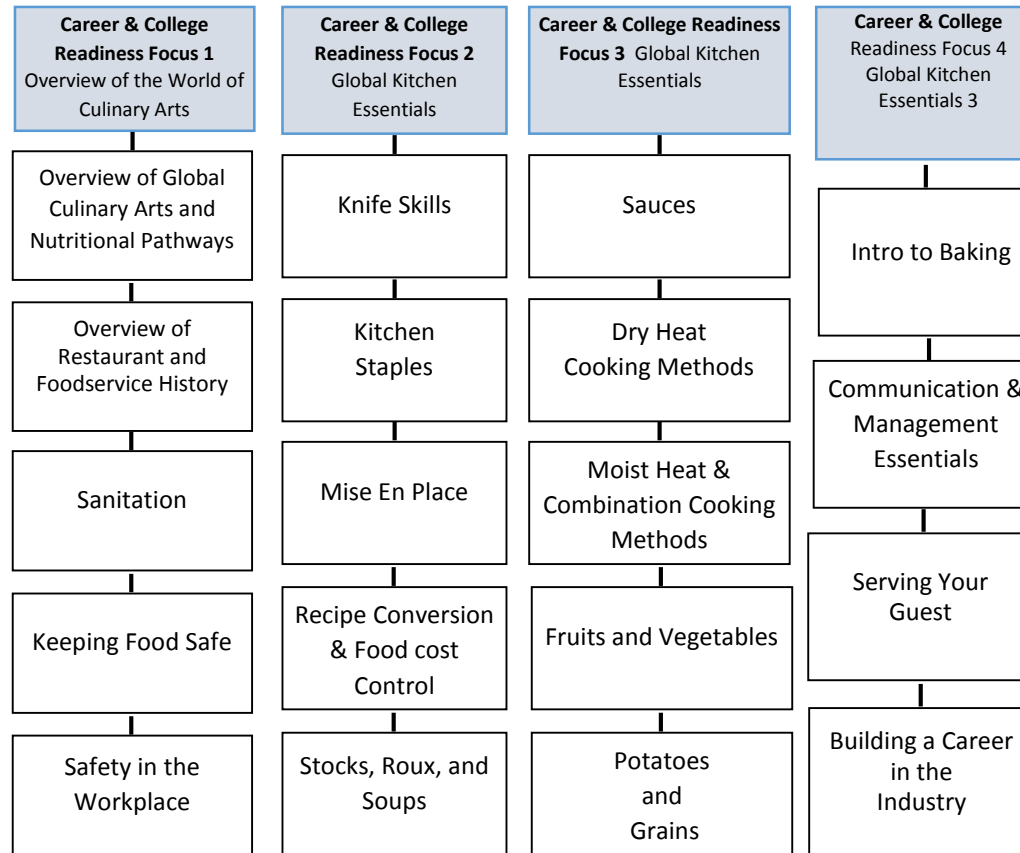
*(GLOBAL CULINARY ARTS AND PATHWAYS I AND II)

Atlantic City High School

**Enduring Understandings-
What students will learn:**

- To demonstrate a working knowledge of a professional foodservice kitchen.
- To describe and the demands of working in a commercial kitchen environment.
- To describe and follow prescribed food safety, sanitation and emergency procedures.
- To demonstrate the ability to solve workplace problems.
- To describe and demonstrate the components associated with personal responsibility in the workplace.
- To demonstrate how to follow spoken commands.
- To demonstrate to follow written commands.
- To demonstrate proficiency in standard food cost and production mathematics.
- To exhibit the ability to safely and effectively operate and maintain laboratory tools and equipment.
- The different terminology of Global Culinary Arts and Nutritional Pathways. .
- How globalization has affected the Global Culinary Arts and Nutritional Pathways industry. .
- The importance of global sourcing

Mission: Our mission is to provide students with business/industry experience and CTE skills to develop global citizens to prepare opportunities in a global society and workplace.



Benchmark Assessments

- Test given after each unit
- Projects as dictated by the unit

Knowledge and Skills -What student will do in the classroom and beyond:

- Demonstrate the preparation skills of items commonly prepared in food service operations such as soups, stocks and sauces, appetizers, poultry, meat, pastas and grains, and fruits and vegetables.
- Determine the basics of sanitation in a professional kitchen.
- Demonstrate the application of essential workplace skills in the career acquisition process.
- Understands the history of food service and the use of the professional kitchen.
- Demonstrate moist and dry cookery methods.
- Apply decision-making and problem-solving skills.
- Determine basics of safety in culinary arts.
- Research trends & emerging technologies affecting Global Culinary Arts and Nutritional Pathways marketing.
- Know the impact and value of diversity. Explain elements of culture and the need for understanding diversity.
- Demonstrates the use of oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information.
- Select & employ appropriate reading & communication strategies and learn and use technical concepts and vocabulary in

GENERAL COURSE OVERVIEW FOR *FOODS AND NUTRITION III

*(GLOBAL CULINARY ARTS AND PATHWAYS III)

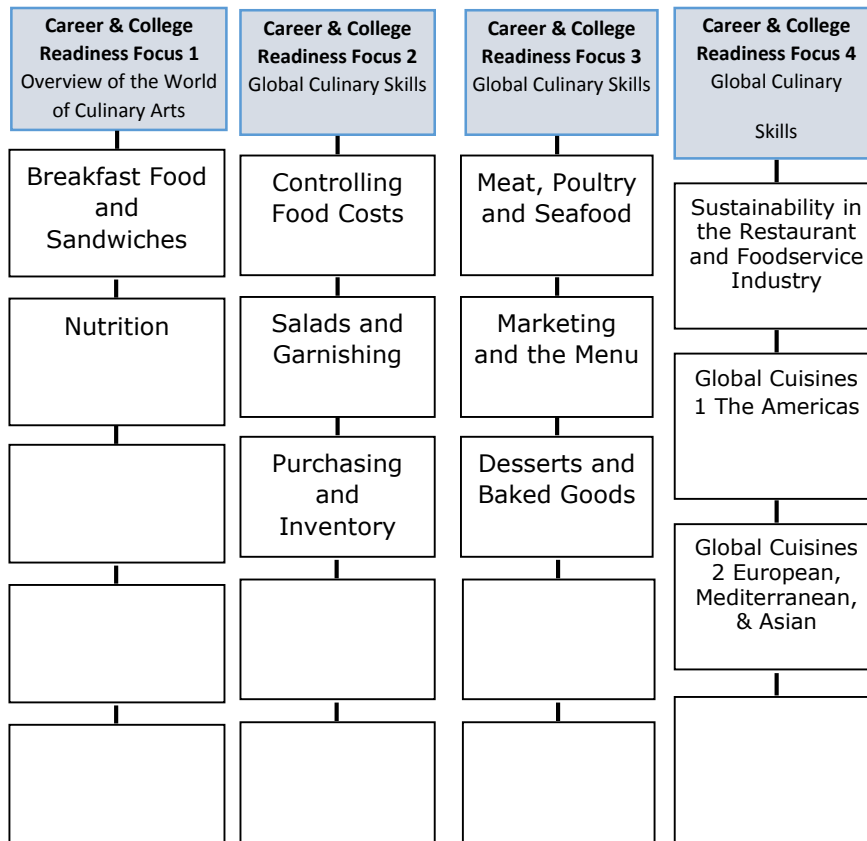
Atlantic City High School

Enduring Understandings

What students will demonstrate:

- Application of essential workplace skills in the career acquisition process.
- Proper interview techniques in various situations.
- Characteristics of successful working relationships such as teamwork, conflict resolution, self-control, & the ability to accept criticism.
- Ability to solve workplace problems.
- Knowledge of personal and occupational health and safety practices in the workplace.
- Food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables.
- Proper cleaning of equipment and maintenance of the commercial kitchen.
- Proficiency in standard food cost and production mathematics.
- Appropriate business and personal etiquette in the workplace.
- Accumulate community service hours.
- Attain official documentation of attainment of technical skill competencies.
- Different terminology of Global Culinary Arts and Nutritional Pathways. .
- How globalization has affected the Global Culinary Arts and Nutritional Pathways industry.
- The importance of global sourcing in the Global Culinary Arts and Nutritional Pathways industry.
- How cultural influences affect mainstream Global Culinary Arts and Nutritional Pathways.
- The Global Culinary Arts Nutrition Marketing and the Menu

Mission: Our mission is to provide students with business/industry experience and CTE skills to develop global citizens to prepare opportunities in a global society and workplace.



Knowledge and Skills

What student will do in the classroom and beyond:

- Comprehend and model appropriate grooming and appearance for the workplace.
- Demonstrate dependability, punctuality, and initiative.
- Develop positive interpersonal skills, including respect for diversity.
- Exhibit productive work habits, ethical practices, and a positive attitude.
- Demonstrate the ability to work with the others to support the organization & complete assigned tasks; prioritize work to fulfill responsibilities & meet deadlines.
- Use large and small equipment in a commercial kitchen.
- Develop food production and presentation techniques.
- Demonstrate moist and dry cookery methods.
- Demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables.
- Demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts.
- Demonstrate proper receiving and storage techniques.
- Demonstrate proper cleaning of equipment and maintenance of the commercial kitchen.
- Demonstrate types of table setting, dining, and service skills.

Benchmark Assessments

- Serving a nutritious Breakfast
- Meat, Poultry, and Seafood
- Global Cuisine I
- Cost Control
- Bake Shop
- Cultural Influences on Food
- Global Cuisine II

PACING GUIDE
FOODS AND NUTRITION I
***(GLOBAL CULINARY ARTS and PATHWAYS I and I)**

Class	September	October	November	December	January
Foods and Nutrition I	Kitchen Lab Management Kitchen Lab Rules and Procedures Apply the skills of kitchen equipment and management Safety Sanitation Microwaves Cooking Time Standing Time Cross Contamination Food Borne Illness Danger Zones	Introduction to Cooking Measuring Equipment Equivalents Cooking Techniques Identify and use basic kitchen equipment and tools. Demonstrate and/or practice basic cooking methods to prepare a variety of foods. Apply time management skills. (Oct-June)	Abbreviations Equivalents Multiple cooking utensils Multiple cooking terms Recipe Fraction, numerator, denominator, reduce management skills.	MyPlate and Dietary Guidelines Dietary Guidelines Physical Activity Recommendations Empty Calories Nutrient Dense Calorie Portion Discretionary Calories	Fruits and Vegetables Vitamins and Minerals Oxidation Ripening Deficiency Toxicity Multiple deficiencies Parts of vegetable plant Fat Soluble Water Soluble Macro - Micro or Trace Electrolyte

Class	February	March	April	May	June
Foods and Nutrition I	Carbohydrates and Fiber Gluten Dough Batter Whole Wheat - Endosperm Germ Bran Soluble Insoluble - Mono, Di, Poly Saccharide - Multiple Sugars - Al dente	Fats and Oils Fat Oil LDL, HDL Fatty Acid Saturated Fat Unsaturated Fat Hydrogenation Trans Fat	Protein Meat Eggs Milk Cheese Complete protein Incomplete protein Amino Acid Functions of eggs Pasteurization Homogenization Scorch - Natural cheese Processed cheese	Demonstrate how to change the yield of a recipe Contrast the different recipe formats Identify and practice various types of food presentation techniques	Demonstrate employability and social skills relevant to the career cluster.

PACING GUIDE
FOODS AND NUTRITION II
***(GLOBAL CULINARY ARTS and PATHWAYS I and II)**

Class	September	October	November	December	January
Foods and Nutrition II	<p>Students will consistently demonstrate kitchen safety procedures and sanitation techniques.</p> <p>Students will examine the role of safety and sanitation in the kitchen and the impact it has on themselves and the food product.</p> <p>.</p>	<p>Understand the importance of food</p> <p>Identify physical, social, cultural and economic influences and trends related to food choices</p> <p>Identify and use of kitchen equipment and tools.</p> <p>Demonstrate and/or practice basic cooking methods to prepare a variety of foods.</p> <p>Apply time management skills. (Oct-June)</p>	<p>Demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food borne illnesses.</p>	<p>Understand how food and food customs/uses/choices vary around the world, how trends play a factor in our food choices, how our food choices affect our personal overall health.</p> <p>Determine how changes in technology have increased food choices</p> <p>Identify physical, social, cultural and economic influences and trends related to food choices.</p>	<p>Explore various cooking methods and techniques required to run an efficient kitchen.</p> <p>Practice measuring techniques for liquid and dry ingredients</p> <p>Model how to measure the different ingredients properly</p>

Class	February	March	April	May	June
Foods and Nutrition II	<p>Apply math, science and communication skills within technical content.</p> <p>Demonstrate safe, sanitary work habits required by the field.</p>	<p>Understand food preparation and nutrition affect the well-being of individuals, families and society</p> <p>Select foods that promote a healthy lifestyle.</p>	<p>Organize tasks and carry out self-directed kitchen lab duties.</p> <p>Use safe food handling practices to prevent cross contamination while preparing food</p> <p>Use proper measurement techniques.</p> <p>Use safe handling preparation techniques while making various foods.</p> <p>Demonstrate proper techniques for hand washing hygiene and kitchen sanitation.</p>	<p>Perform a variety of cooking methods.</p> <p>Identify and practice various types of food presentation techniques</p> <p>Participate in Career / Cultural Awareness Activities</p>	<p>Explore of careers in the world of food and nutrition; examining employment opportunities, job preparation, skills required, type of job, and salary</p> <p>Demonstrate employability and social skills relevant to the career cluster.</p> <p>Categorize careers in nutrition/food and type of job service according to skill required</p>

FOODS AND NUTRITION III *(GLOBAL CULINARY ARTS and PATHWAYS III) Curriculum Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12.A.1; (21 st) 9.1.12.F.2; (21 st) 9.4.12.J.1; (21 st) 9.4.12.J.2; (21 st) 9.4.12.J.3; (21 st) 9.4.12.J.15; (21 st) 9.4.12.J.56 (21 st) 9.3.12.AG-FD.1(21 st) 9.3.12.AG-FD.2 (21 st) 9.3.12.AG-FD.3 (21 st) 9.3.HT-RFB.4 (21 st) RI.11-12.4 (ELA)	Food preparation and storage must be handled in the correct manner to prevent the possibility of food born illness. A working knowledge of measuring and food preparation techniques and procedures is needed to achieve success in food preparation and consumption.	Why do people get food poisoning? What do you do if a kitchen accident occurs? How do measuring and preparation techniques affect a food product. What are the essential components of a recipe?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Written Assignments Oral Presentations Research Assignments Community Service	Safety Contract Safety Test (See Appendix)
9.3.12.AG-FD.4 (21 st) 9.3.HTRFB.4(21 st) RI.11-12.4(ELA) 2.1.12.B.2 (PE) 6.1.12.D.14.f(SS) 6.1.12.D.16.a(SS) 8.1.12.E.1 (Tech) 8.1.12.E.1 (Tech)	A country's supply and distribution of food affects the health of the over all nation. Collectively and individually one can play a role in the famine relief process.	What role does food play in an individual's life? How does food availability affect one's diet? What factors affect food shortages? How can a group/individual make a difference in the famine relief?			Community Service Projects Final Exam
9.3.12.AG-FD.4(21 st) 9.3.HT-RFB.4(21 st) RI.11-12.4(ELA) 2.1.12.B.2 (PE) 6.1.12.D.14.f(SS) 6.1.12.D.16.a(SS) 8.1.12.E.1 (Tech) 8.1.12.E.1 (Tech) 9.3.HT-RFB.9 (21 st)	There are a variety of factors that influence a country's food choices and food customs. Knowledge of native foods in a given country can give light as to why dishes are common to particular cultures.	What factors influence a country's food choices and food customs? Why are foods native to a country? What recipes are common to a country? How has a country's food evolved?			

Course Proficiencies and Pacing

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Safety and Sanitation	<p>Food preparation and storage must be handled in the correct manner to prevent the possibility of foodborne illness.</p> <p>A working knowledge of measuring and food preparation techniques and procedures is needed to achieve success in food preparation and consumption.</p> <p>1. The student will be able to use correct safety, sanitation and storage techniques in the foods laboratory.</p>	TBD
Unit #2: Global Awareness	<p>A country's supply and distribution of food affects the health of the overall nation. Collectively and individually one can play a role in the famine relief process.</p> <p>1. The student will identify the reasons for a dependence on food.</p> <p>2. The student will research nutrient deficiency diseases.</p> <p>3. The student will examine how a group and individual can make a difference in the famine relief process.</p>	TBD
Unit #3: World Cultures and Cuisines	<p>There are a variety of factors that influence a country's food choices and food customs. Knowledge of native foods in a given country can give light as to why dishes are common to particular cultures.</p> <p>1. The student will analyze the factors that influence a country's food choices and customs.</p> <p>2. The student will prepare a variety of foods utilizing the native foods in a given country.</p>	TBD

Unit #1: Safety and Sanitation

Enduring Understandings: Food preparation and storage must be handled in the correct manner to prevent the possibility of foodborne illness. A working knowledge of measuring and food preparation techniques and procedures is needed to achieve success in food preparation and consumption.

Essential Questions: Why do people get food poisoning? What do you do if a kitchen accident occurs?
How do measuring and preparation techniques affect a food product. What are the essential components of a recipe?

Unit Goal: The student will be able to use correct safety, sanitation and storage techniques in the foods laboratory.

Duration of Unit: TBD

STANDARDS: National Standards Family and Consumer Sciences (FACS) 8.1; 8.2; 8.3; 8.4; 8.5; 8.6;8.7; 9.1; 9.2; 9.3; 9.4; 9.5; 9.6 & 9.7
9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers
STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is food borne illness? What are safety hazards in the kitchen? What are basic first aid procedures for: cuts, falls, burns, electric shock and poisonings? How does personal sanitation affect food preparation?</p>	<p>Safety and Sanitation. Food-borne illnesses. First Aid procedures. Recipe terms. Kitchen supplies and equipment.</p>	<p>Current textbook and resource binders Student workbooks Internet Videos</p>	<p>Complete safety pre-test Research information about a food- borne illness Identify potential safety hazards in the foods laboratory</p>	<p>Safety test Laboratory experience evaluation</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. • A wide variety of assessments and strategies complement the individual learning experience. 				

Unit #2: Global Awareness

Enduring Understandings: A country's supply and distribution of food affects the health of the overall nation.

Collectively and individually one can play a role in the famine relief process.

Essential Questions: What role does food play in an individual's life? How does food availability affect one's diet? What factors affect food shortages? How can a group/individual make a difference in the famine relief?

Unit Goals: The student will identify the reasons for a dependence on food. The student will research nutrient deficiency diseases. The student will examine how a group and individual can make a difference in the famine relief process.

Duration of Unit: TBD

STANDARDS: National Standards Family and Consumer Sciences (FACS) 8.1; 8.2; 8.3; 8.4; 8.5; 8.6;8.7; 9.1; 9.2; 9.3; 9.4; 9.5; 9.6 & 9.7

9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the reason for food consumption?</p> <p>What are the factors that affect food shortages?</p> <p>What can be done to alleviate world hunger?</p>	<p>Brainstorm reasons for food consumption.</p> <p>Research famine relief organizations.</p> <p>Discuss factors that contribute to food shortages.</p> <p>Analyze global nutrient deficiency diseases. Plan and participate in a community service project.</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guide</p> <p>Create posters and/or power point presentations</p> <p>Create a brochure on a specific nutrient deficiency disease</p> <p>Simulate world hunger by planning and carrying out a Hunger Banquet</p> <p>Utilize the Internet to research a variety of famine relief organizations</p> <p>Volunteer time at a local food bank or distribution center</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Class participation</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

Unit #3: World Culture and Cuisines

Enduring Understandings: There are a variety of factors that influence a country's food choices and food customs. Knowledge of native foods in a given country can give light as to why dishes are common to particular cultures.

Essential Questions: What factors influence a country's food choices and food customs?

Why are foods native to a country? What recipes are common to a country? How has a country's food evolved?

Unit Goals: The student will analyze the factors that influence a country's food choices and customs.

The student will prepare a variety of foods utilizing the native foods in a given country.

Duration of Unit: TBD

STANDARDS: National Standards Family and Consumer Sciences (FACS) 8.1; 8.2; 8.3; 8.4; 8.5; 8.6;8.7; 9.1; 9.2; 9.3; 9.4; 9.5; 9.6 & 9.7

9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What factors influence a country's food choices and customs?</p> <p>How are native foods incorporated into culinary dishes of a country?</p> <p>How do geography, climate and culture affect a country's cuisine?</p> <p>How is the role of food used in traditional celebrations around the world?</p>	<p>Analyze factors that influence a country's food choices and customs.</p> <p>Research the foods of difference cultures and describe their history.</p> <p>Utilize native foods to prepare a variety of dishes from different cultures.</p> <p>Uncover the role of food in traditional cultural celebrations.</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Cookbooks</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guide</p> <p>Create posters and/or power point presentations</p> <p>Create a brochure on a specific country</p> <p>Prepare a variety of dishes from selected countries. (See appendix)</p> <p>Research etiquette for eating in various countries abroad.</p> <p>Invite a guest speaker to discuss food customs of the culture.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Class participation</p> <p>Laboratory Experiences</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

Suggested List of Countries and Recipes

Teachers and students will select for research, study and food preparation from the following list of countries.

United States of America New England / Middle Atlantic States / South / Midwest / Southwest / Pacific Coast and Alaska / Hawaiian Islands	Cornbread Thanksgiving dinner Clam Chowder; Soft Pretzels Chicken Potpie Sticky Buns Jambalaya Southern Fried Chicken; Hush Puppies Macaroni and Cheese Potluck dinner; Apple Pie; Barbecued Short Ribs; Chop Suey Sourdough Bread Hawaiian Luau
Latin America Mexico / South America	Tacos Enchiladas Churros Polverones Empanadas Arroz Con Pollo Black Bean Soup Rice Pudding
Europe British Isles / France / Germany	Scones; Corned Beef and Cabbage Irish Soda Bread Ratatouille; Crepes; French Bread Stollen Sauerbraten Spaetzle
Mediterranean Spain / Italy	Paella Flan Ravioli Pesto Antipasto Polenta Baklava; Spanakopita; Tzatziki
Middle East and Africa Egypt / Arab States / Israel	Shish Kabob Couscous Lentil Soup Noodle Kugel
Asia/Pacific Rim Russia / India / China / Japan	Chicken Kiev; Chapatis Lo Mein Egg Rolls Fried Rice; Sushi

TENTATIVE BENCHMARK ASSESSMENT SCHEDULE

Benchmark assessment schedule to be determined by instructor. To ensure targeted interventions and additional support, students may have individual, internal, generic, functional, competitive, and national assessments to screen for academic support as well as career and college readiness preparedness.

Quarter 1 (Contingent upon selected course and/or skill level)

Tentative Test Window: October 10, 2018--November 7, 2018

Topics/Units to be covered:

- Classroom Expectations/Grading
- Safety & Sanitation in the Kitchen
- Kitchen Tools and Equipment
- Measuring Techniques
- Abbreviations & Equivalentents
- Know Your Kitchen
- Knife Safety
- Reading Recipe Basics
- Reading a Recipe including abbreviations and cooking terms
- Microwave Cooking
- Functions of Ingredients
- Quick Bread/Types
- Cuisine & Culture of Italy
- Cuisine & Culture of Spain

Quarter 2 (Contingent upon selected course and/or skill level)

Tentative Test Window: December 19, 2018-January 24, 2019

Topics/Units to be covered:

- Frying
- Knife Skills
- Grains
- Eggs
- Cookies/Types
- Artistry in Baking
- Pies/Types
- Cuisine & Culture of Greece
- Cuisine & Culture of France
- Cuisine & Culture of the British Isles
- Cuisine & Culture of Germany

Quarter 3 (Contingent upon selected course and/or skill level)

Tentative Test Window: February 27, 2019-March 25, 2019

Topics/Units to be covered:

- Yeast Breads
- Soups, Stews, and Sauces
- Candy/Types
- Yeast Breads/Types
- Artistry in Baking
- Cuisine & Culture of Asia
- Regional Cuisine of New England
- Regional Cuisine of the Southern United States including Cajun and Creole

Quarter 4 (Contingent upon selected course and/or skill level)

Tentative Test Window: May 3, 2019-June 7, 2019

Topics/Units to be covered:

Dairy

Meats and Poultry

Fruit

Vegetables

Cake/Types

Pastry/Types

Care and Maintenance of kitchen appliances and equipment

Regional Cuisine of the Mid-Atlantic States, including Pennsylvania Dutch

Regional Cuisine of the Southwestern United States

Regional Cuisine of Hawaiian Islands

Regional Cuisine of the Pacific Northwest

Final Exam-TBD

Tentative Benchmark schedule is subject to change according to the needs of the students and may not be done in sequential order.