

# IAA Curriculum

<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 1: Culinary Arts Food Safety					
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• How to prevent food poisoning. Wash hands, utensils and surfaces often.</li> <li>• Separate: don't cross contaminate</li> <li>• Cook to right temperature</li> <li>• Chill: refrigerate &amp; freeze food properly</li> </ul>					
<b>Big Ideas</b>	Did you know that an estimated 1 in 6 Americans will get sick from food poisoning this year alone? Food poisoning not only sends 128,000 Americans to the hospital each year—it can also cause long-term health problems. About 3,000 die every year from food poisoning.					
<b>Essential Understandings</b>	What constitutes a <b>safe</b> and sanitary kitchen workspace? Why is sanitation important when working in a kitchen? Why is it important to learn kitchen procedures? How do I practice correct sanitation when <b>handling food</b> ?					
<b>Competencies</b>	What Does it Take to Have a Strong <b>Food Safety</b> Culture? Management Commitment. ◦ Management must be dedicated to <b>food safety</b> .					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(10 -15 days)</b>	8th <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Handwashing 101</li> <li>• Powerpoint</li> </ul>	Worksheet FDA's food code				Contamination, food spoilage, food borne illness, pathogen, toxin, parasite, host, cross-contamination, FAT-TOM, sanitation, FDA, USDA, contagious, bacteria, epidemiology, infectious, quarantine.
	9th <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Handwashing 101</li> <li>• Powerpoint</li> <li>• HACCP</li> </ul>	Worksheet FDA's food code				
	10th, 11th & 12th <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• HACCP</li> <li>• Powerpoint</li> </ul>	2021 FDA Food Code Fire Extinguisher Use Fire Extinguisher Use				

		(Key) Food borne Illness Research Food Employees Inspection Report 2020 Rubric for Food borne Illness GlogsterEDU <sup>®</sup> Poster Rubric for Food borne Illness Poster Safe Food Temperature Poster TFER Hand Wash Poster Three Compartment Sink				
<b>Resources</b>	videos, internet sites,, human to support instruction (myself)					
<b>Formative Assessments</b>	Worksheets, Q & A on the specific topic of food safety					
<b>Summative Assessments</b>	Quiz at the end of the lesson.					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

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<b>Unit</b>	Unit 2: Critical Temperatures					
<b>Concepts</b>	The lesson will help students by guiding them in constructing a graph thermometer that helps categorize the temperature zones and critical control points. This is mandatory knowledge for the food service and hospitality industry sector.					
<b>Big Ideas</b>	Good food safety isn't just a lesson; it is a system to apply to all labs and food handling for the year.					
<b>Essential Understandings</b>	<p>"Why care about temperatures?"</p> <ul style="list-style-type: none"> <li>• Prevent illness of employees and clients</li> <li>• Ethical responsibility for health and safety for employees and clients</li> <li>• Professional legal liability for food borne illnesses</li> <li>• Profit, food borne illness incidences or outbreaks can be expensive</li> <li>• Build reputation as clean and healthy</li> <li>• Reduce loss from potential fines and penalties for outbreaks</li> <li>• Reduce insurance costs by preventing outbreaks</li> <li>• Increased customer repeat business, increased profits</li> <li>• Employees keep their jobs!!!</li> <li>• Business owners keep their property!!!</li> </ul>					
<b>Competencies</b>	Students will know the danger zones of food. Cold = 40 degrees and hot =140 degrees, anything in between is in the danger zone.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 3 days)	<ul style="list-style-type: none"> <li>• Students will be able to identify the critical control points for food preparation, storage, chilling and reheating.</li> <li>• Students will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Critical temperature assignment</li> <li>• Construct a thermometer w/critical food temps.</li> <li>•</li> </ul>				Flow of food, cross contamination, time-temp abuse, bimetallic stemmed thermometer,

	<p>describe the temperature danger zone.</p> <ul style="list-style-type: none"> <li>• Students will be able to graph the temperatures on a graph.</li> <li>• Students will be able to demonstrate how to read a thermometer and calibrate.</li> <li>• Students will be able to explain why temperatures are critical to food safety.</li> </ul>					<p>calibrated, ice point method, boiling point method, boiling, approved food source, ice-water bath, ice paddles, Food Safety Management System, Active Managerial Control, HACCP</p>
<b>Resources</b>	videos, internet sites,, human to support instruction					
<b>Formative Assessments</b>	Thermometer project, discussion, handouts					
<b>Summative Assessments</b>	Temperature check quiz					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

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<b>Unit</b>	Unit 3: Culinary Weights & Measures					
<b>Concepts</b>	Students will learn basic Culinary weights & measures. Dry and liquid measuring.					
<b>Big Ideas</b>	<p>The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:</p> <ul style="list-style-type: none"> <li>• calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures;</li> <li>• understand scientific principles used in culinary arts;</li> <li>• read and comprehend standardized recipes;</li> <li>• write and convert standardized recipes.</li> </ul>					
<b>Essential Understandings</b>	Most kitchens use recipes to a certain extent, some more than others. Standardized recipes are important to foodservice operations because they provide consistency and uniformity. These recipes are usually developed, and food costs are calculated by the chef or culinary team, to suit the needs of the operation and to determine selling prices. Standardized recipes include yield, portion size, ingredients, portion cost, and menu price.					
<b>Competencies</b>	While some measures for cooking and food skills currently exist, they have some limitations. A key issue is that food skills tend to be encompassed in existing measures and not considered as a stand-alone set of skills and therefore all necessary elements may not be included					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
(5 - 10 days)	8th <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<b>Handouts: for all grades</b>  Abbreviations, Volume, and Weight Equivalents Length, Mass, and Volume Conversions Calculations Length, Mass, and Volume Conversions Calculations (Key)				Accuracy, mass, measurement, meniscus, precision, volume, amount, cup, degree Fahrenheit, directions, gallon, heaping, ingredients, level, package, pound, recipe, tablespoon,

		Measurement Equivalents Measurement Matters Lab Instructions Measurement Matters Lab Worksheet Measurement Stations Note-Taking: Measurement Matters! Temperature Conversions Calculations Temperature Conversions Calculations (Key)				teaspoon, temperature, thermometer, time, timer, weight.
	9th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>				
	10th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Work on baking to apply weights & measures lesson (cookies)			
	11th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Work on baking to apply weights & measures lesson (cookies)			
	12th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Work on baking to apply weights & measures lesson (cookies)			
<b>Resources</b>	videos, software, human to support instruction					
<b>Formative Assessments</b>	Handouts					
<b>Summative Assessments</b>	Graded worksheets					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations					

	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.
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<b>Unit</b>	Unit 4: Eggs, Dairy & Short Order					
<b>Concepts</b>	Students will understand egg and dairy products, the uses, nutrition, correct cooking, use and storage techniques. Students will demonstrate and practice short order cooking techniques.					
<b>Big Ideas</b>	Eggs are used in a variety of products from baked goods, to meatloaf, ice cream, and alone as a highly nutritious meal. This lesson will teach students the many functions of eggs in a variety of recipes.					
<b>Essential Understandings</b>	You will learn the terminology and functions in recipes. For the remainder of the week you will practice techniques which include many of the functions. You will make mayonnaise, angel food cake, and lemon curd this week, but your experiences with eggs will continue on as we progress through the year.					
<b>Competencies</b>	Students will be able to cook a fried egg or omelette. Also know the nutritional value in eggs, the yolk, and the egg white.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 15 days)	12th <ul style="list-style-type: none"> <li>The student will be able to list and define the many functions that eggs have in recipes.</li> <li>The students will be able to identify products that contain eggs and how and why eggs are used.</li> <li>The student will learn terms and techniques in egg cookery.</li> </ul>	<ul style="list-style-type: none"> <li>Intro slide</li> <li>Powerpoint w/ 3 videos by celebrity chefs making items w/eggs</li> <li>Egg separating demo</li> <li>Making fresh mayonnaise</li> <li>Making lemon curd</li> <li>Show students how to cook different breakfast eggs.</li> <li>Make omelets</li> <li>Milk chart</li> <li>Nutrition of the milks</li> <li>Milk comparison chart</li> <li>Making pudding</li> </ul>				Eggs, binding, leavening, egg white foam, emulsifying agents, interfering agents, thickener, mayonnaise, lemon curd, hollandaise, whole milk, 2% milk, 1% milk, skim, soy milk,



	<ul style="list-style-type: none"> <li>• The student will understand that there are many different types of milk available to the consumer and the type they choose can have an impact both on their health and the product that they are making.</li> <li>• Students will examine the labels of eight different types of milk comparing and contrasting the nutritional differences between them.</li> <li>• Students will understand the terminology used in conjunction with milk and on milk labels.</li> <li>• Students will understand the difference between a lactose intolerance and a milk allergy and the importance of choosing appropriate milk alternatives.</li> <li>•</li> </ul>					rice milk, lactose free milk, almond milk.
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Hands-on making mayo, lemon curd, hollandaise.					
<b>Summative Assessments</b>	Quiz on egg functions.					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					

<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



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<b>Unit</b>	Unit 5: Herbs & Spices					
<b>Concepts</b>	In this unit students will identify, taste and understand the use of fresh herbs. During this lesson the students will learn to better understand how herbs differ from spice, where commonly used herbs originated, how to use and store herbs, and how to identify different herbs based on look, smell, and taste.					
<b>Big Ideas</b>	Students will come into class and there will be samples of at least 10 different fresh herbs on their table with index cards with the name of the herb on them. They will be asked to work as their table group to match the cards with the herb. About 5 minutes will be given for them to work together to try to match the herb with its name.					
<b>Essential Understandings</b>	What's the difference between fresh herbs? Is fresh rosemary dangerous to eat?					
<b>Competencies</b>	To know what herb & spice goes with what food.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 5 days )	12th <ul style="list-style-type: none"> <li>The student will be able to identify a variety of fresh and dried herbs based on sight and smell.</li> <li>The student will be able to identify where specific herbs originated and what type of food they are best used with.</li> <li>The student will develop a basic understanding of</li> </ul>	<ul style="list-style-type: none"> <li>Fresh herbs</li> <li>Powerpoint on other herbs</li> <li>Guided notes &amp; Fill out a herb chart</li> </ul>				Allspice, anise, arrowroot, basil, bay leaves, caraway, capers, cardamon, cayenne, celery seed, chile peppers, chives, cinnamon, cloves, cumin, curry, dill weed, fennel, garlic, ginger, horseradish, mint leaves, oregano, paprika, parsley,

	how to properly store fresh and dry herbs.					peppercorns, poppy seed, rosemary, saffron, sage, sesame seed, tarragon, thyme, turmeric, w. Pepper, cilantro, nutmeg, chipotle, cocoa, lemon grass, salt, vanilla bean.
<b>Resources</b>	internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Identifying fresh herbs in a group					
<b>Summative Assessments</b>	Herb chart, each student will make.					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

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<b>Unit</b>	Unit 6: Intro to Micro Organisms & Food Borne Illness.					
<b>Concepts</b>	This lesson will introduce students to 4 types of pathogens that can contaminate food and cause foodborne illness. Students will work in groups to research one of six specific microorganisms. They will then work "jigsaw" style to teach the rest of the class all about their pathogen, the foods and environment associated with it, symptoms of contamination/illness, and how to prevent it.					
<b>Big Ideas</b>	Everything you do to minimize foodborne illness in the food industry is a must.					
<b>Essential Understandings</b>	Which of the four most categories is the most common.? Bacteria, virus, parasite & fungus.					
<b>Competencies</b>	Learn about pathogens. e. coli 0157:H7, salmonella, staphylococcus aureus, norovirus, hepatitis A, and giardia.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 5 days )	9th <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Microorganism chart</li> </ul>	Working in groups to : "Your group will be randomly assigned a microorganism. You will use the materials given to find the following information: 1) The type of microorganism - one of the four types written on the board. 2) The name of the illness associated with this microorganism. 3) Symptoms of contamination (or illness) 4) Where in the environment is it found?				Foodborne illness, cross contamination, e. Coli, salmonella, staphylococcus aureus, norovirus, Hepatitis A, giardia, campylobacter, listeria, trichinella spiralis, shigella, toxin, irradiation, bacteria, pathogen, outbreak, at-risk populations, food

		5) What foods (or beverages) are associated with it? 6) Methods to prevent contamination.					thermometer, contaminate, microorganisms, parasite, virus, fungus, sanitation, hygiene.
	10th	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Microorganism chart</li> </ul>					
	11th	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Microorganism chart</li> </ul>					
<b>Resources</b>	videos, internet sites, software, human to support instruction						
<b>Formative Assessments</b>	Worksheets done in a group. (chart) Class presentation done by each student.						
<b>Summative Assessments</b>	Test on microorganisms & FBI						
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>						
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>						

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<b>Unit</b>	Unit 7: workplace safety- Preventing slips, trips and falls.
<b>Concepts</b>	A safe work environment creates a good attitude among employees. Nobody wants to see anyone get hurt at a job. Statistically, restaurants are hazardous places to work. What areas of a restaurant are dangerous and why?
<b>Big Ideas</b>	If employees are trained properly about the hazards of a workplace, it becomes a safe environment to work in.
<b>Essential Understandings</b>	Lifting & carrying, preventing burns, ladder safety, avoiding slips & falls, fire extinguishers- types and use,
<b>Competencies</b>	Horse play only leads to dangers. You have to work as a team and look out for each other. If you spill water on the floor, clean it up right away.

<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>( 8 days)</b>	9 to 11 Projected Unit Schedule: <ul style="list-style-type: none"> <li>• Day 1 - This lesson</li> <li>• Day 2 - Students register project topic and partner, preventing fires and burns, stovetop safety</li> <li>• Day 3 - Lifting and carrying safely, preventing cuts</li> <li>• Day 4 - Safe Driving and First Aid</li> <li>• Day 5 - Safety as an ongoing process</li> <li>• Day 6 - Government regulations and agencies</li> <li>• Day 7 - work on project</li> <li>• Day 8 - Present project,</li> </ul>	Project  <b>PROJECT SCORING RUBRIC:</b> 50% - Content - did the poster demonstrate a thorough knowledge about their chosen aspect of workplace safety? Did they cover all of the points in their chosen topic? 50% - Design - is the poster neat and well-designed? Is there a good mix of words and pictures (the pictures can be either hand-drawn or photos).				Confined space entry, electrical safety, emergency response/evacuation, eye protection, fire prevention, PPE-foot protection/hand protection, "your right to know", lifting and ergonomics-slips, trips & falls, OSHA, types of fire extinguishers.

	written assessment.					
<b>Resources</b>	videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Working on the project					
<b>Summative Assessments</b>	<p>1. Name three things to do when there is a spill being cleaned up. Answer.</p> <p>a. Verbally warn customers and employees</p> <p>b. Block the area and post a "Caution-Wet Floor" cone.</p> <p>c. Direct people around spill.</p> <p>2. What can you do to prevent slips and falls on stairs and ramps? Answer:</p> <p>a. Provide adequate lighting</p> <p>b. Clearly mark stairs and ramps</p> <p>c. Be sure handrails are sturdy and secure</p> <p>d. Check stair coverings for tears and ragged edges</p> <p>e. Keep stairs clear of obstacles</p> <p>3. True or False: It is safe to stand on the top step of a ladder if someone is holding a ladder for you. Answer.:False</p> <p>4. True or False: It is safe to place a ladder on top of a table, as long as it feels secure. Answer. False</p>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					



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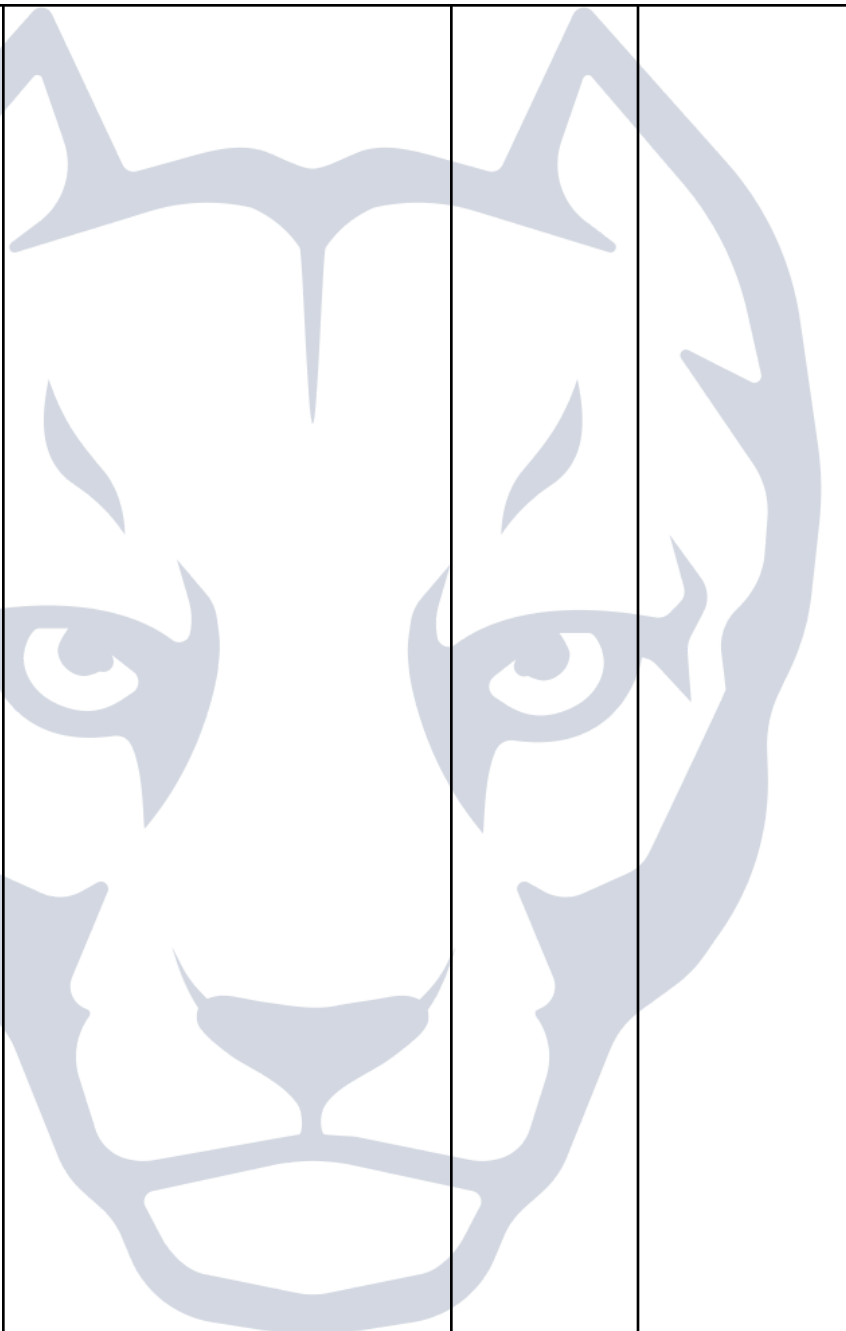
<b>Unit</b>	Unit 8: FIFO- First in, First out					
<b>Concepts</b>	Fifo is actually an accounting tool that has been passed to other industries.					
<b>Big Ideas</b>	<b>Stock rotation</b> is a way of mitigating stock loss. It is the practice, used in hospitality and retail, especially in food stores such as restaurants and supermarkets, of moving products with an earlier sell-by date to the front of a shelf (or in the cooler if the stored item is on repack so they get worked out before the new product, so they get picked up and sold first, and of moving products with a later sell-by date to the back.					
<b>Essential Understandings</b>	If you do not rotate the old with the new product, you will have spoilage. In the food industry, spoilage is money down the drain.					
<b>Competencies</b>	Another idea that is taught to all employees, especially the ones that put the stock away. Whether it be in the coolers or in the dry pantry.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 2 days)	9 -11 <ul style="list-style-type: none"> <li>Students will learn to properly rotate and store foods in chill box using the first in first out method studied in this lesson plan</li> </ul> Food should be shelved based upon: <ul style="list-style-type: none"> <li>Food must be use-by or expiration date, so older food is used first.</li> <li>Store products with the earliest dates in back of chill box.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>First in document</li> </ul>				None

	<ul style="list-style-type: none"> <li>• Dates in front of products with later dates.</li> <li>• Once they have been properly shelved, use those stored in front first.</li> <li>• Regularly check use-by and expiration dates</li> <li>• Discard food that has passed the expiration date.</li> <li>•</li> </ul>					
<b>Resources</b>	videos, internet sites,, human to support instruction					
<b>Formative Assessments</b>	Worksheet & class discussion					
<b>Summative Assessments</b>	FiFO test 1. What does FIFO stand for? 2. What is the first thing to check to see if food is still good? 3. Name three ways to tell if fruit is bad. 4. If a fish looks yellow, is it good or bad? 5. What does bad deli meat feel like?					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students?  Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations  Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

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<b>Unit</b>	Unit 9: Stocks, Soups, Mother Sauces					
<b>Concepts</b>	A culinary course would not be complete without a unit on classic stocks, soups and sauces. Students will understand the basic stocks, be able to utilize them in a variety of applications. Students will understand and be able to apply the 5 mother sauces to full plating applications					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of great stock, define the difference between the various types of stock and create their own white chicken stock or brown veal stock from the basic ingredients.</li> </ul>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Are Stocks the foundation of the kitchen and used for many different things?. In fact, they are involved in almost every dish in a restaurant.</li> <li>Can using and preparing great stocks separates the average cook and the great chef?</li> </ul>					
<b>Competencies</b>	Students will be able to make basic beef, poultry stock. Know the mother sauces and some of the derivatives of each sauce.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 15 days )	12th <ul style="list-style-type: none"> <li>Students will explain the importance of great stock and its role in soups, sauces and moist heat cooking.</li> <li>Students will identify and gather all the common ingredients and tools in stock making. (Mise en place)</li> <li>Student will demonstrate the proper procedure of stock making</li> </ul>	<ul style="list-style-type: none"> <li>Powerpoint</li> <li>Taste test 3 bowls of stock</li> <li>Lecture on main ingredients needed to make a stock</li> <li>Video on making mother sauces</li> <li>Powerpoint on discussing each mother sauce</li> <li>Making Potato leek soup</li> <li>Students prepare "a la minute" sauce from a mother sauce</li> </ul>				Aromatics, Bouquet garni, stock, fumet, glace, jus, blanching, sweating, degreasing, sauce, béchamel, demi-glaze, tomato sauce, roux, beurre manié, liaison, jus-lie, china cap, consommé, purée, chowder, water, velouté,

	<ul style="list-style-type: none"> <li>• Student will identify methods for preparing bones, mirepoix, water temperature and seasonings</li> <li>• Students will demonstrate the methods to degrease a stock.</li> <li>• Students will identify how to properly cool and store a stock.</li> <li>• Students will list the factors of a quality stock</li> <li>• Students will explain the importance of great stock and its role in soups, sauces and moist heat cooking.</li> <li>• Students will identify and gather all the common ingredients and tools in stock making. (Mise en place)</li> <li>• Student will demonstrate the proper procedure of stock making</li> <li>• Student will identify methods for preparing bones, mirepoix, water temperature and seasonings</li> <li>• Students will demonstrate the methods to degrease a stock.</li> <li>• Students will identify how to properly cool and store a stock.</li> <li>• Students will list the</li> </ul>					<p>espagnole, hollandaise.</p>
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	factors of a quality stock				
<b>Resources</b>	videos, software, human to support instruction				
<b>Formative Assessments</b>	Actual stock that will be made is chicken stock.				
<b>Summative Assessments</b>	Quiz at end of lesson on stocks, soups, sauces.				
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>				
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>				

# IAA Curriculum

<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 10: Salads & Dressings					
<b>Concepts</b>	<p>This lesson will examine how to make and cost out various types of composed salads.</p> <p>Lesson 2 is about Bound Salads which are salads that are generally made of hearty, non-salad leafy ingredients bound together by a thick dressing.</p> <p>Lesson 3 In this lesson students will learn about vinaigrettes and make one..</p>					
<b>Big Ideas</b>	A composed salad is a salad which is arranged, rather than tossed together. This salad can take a number of forms, from a tower of fresh greens to an artfully arranged sunburst of color on a plate. The end goal is to plate a more formal, elegant looking salad.					
<b>Essential Understandings</b>	When creating a composed salad, only the freshest, highest quality ingredients should be used. All of the individual components of the salad are very much on display, so it is important to use strong salad ingredients to carry the dish. As is the case with any salad, the ingredients should be washed, and cooks usually pick through them to find the most shapely and attractive ingredients as well. When foods are chopped for a composed salad, they should be evenly sliced. In addition to general appearance and taste, color is an important aspect of a composed salad.					
<b>Competencies</b>	Understanding the difference between a composed and a tossed salad. Also, learn about making vinaigrette dressings.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 10 days )	12th <ul style="list-style-type: none"> <li>Be able to explain what a composed salad is</li> <li>Be able to plate a beautiful composed salad</li> <li>Be able to mix and match flavors and colors to make a composed salad</li> </ul>	<ul style="list-style-type: none"> <li>Lecture each day on a different type of salad.</li> <li>Students will make their own salads and dressings.</li> </ul>				Baba ganoush, balsamic vinegar, Basic vinaigrette, dip, emulsified vinaigrette, emulsifier, emulsion, extra virgin olive oil, garde manger, guacamole, herbes de

	<ul style="list-style-type: none"> <li>● Be able to write how to list a recipe on standard form</li> <li>● Select and prepare a variety of fresh greens and lettuce for salads</li> <li>● Select and prepare fresh ingredients to put together a simple tossed salad</li> <li>● Select, wash, dry, and combine salad greens and store them properly</li> <li>● List and be able to identify three fresh lettuces</li> <li>● Prepare a beautiful tossed salad</li> <li>● Students will complete a simple but tasty Chicken Salad</li> <li>● Students will use good time management</li> <li>● Students will follow safe food handling procedures</li> <li>● Students will keep plates clean and beautiful</li> <li>●</li> </ul>					<p>provenance, mayonnaise, salad dressing, salsa, tapenade, vinaigrette, appetizer salad, side salad, mesclun, salad, tossed salad, composed salad.</p>
<b>Resources</b>	videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Students working on their own salads					
<b>Summative Assessments</b>	Students will be graded on individual salad presentations.					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students?					

	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



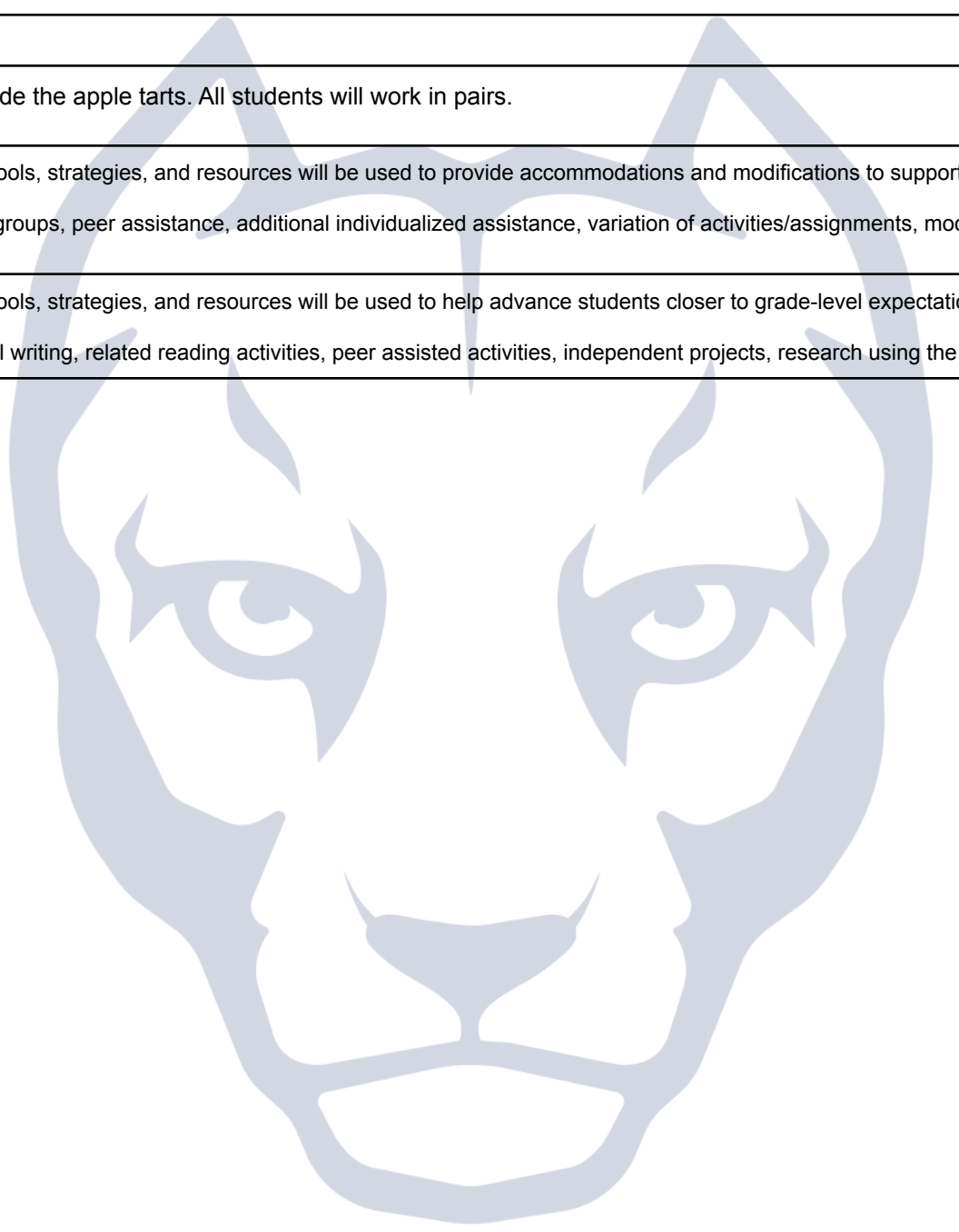


# IAA Curriculum

<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 11: Introduction to Laminated doughs (puff pastry)					
<b>Concepts</b>	Students will be introduced to what a laminated dough is and its many uses. Teacher will demo the laminating method, show a video and powerpoint and then the students will get hands-on experience with making puff pastry and apple tarts.					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Students will be able to define a laminated dough</li> <li>• Students will describe and understand the laminating process and the results of the process.</li> <li>• Students will be finishing off the lesson with a puff pastry lab which they will make apple tarts with.</li> </ul>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• What makes it have so many layers?</li> <li>• Why is it so flaky?</li> <li>•</li> </ul>					
<b>Competencies</b>	Students will use their dough to make a finished product which is a rustic apple tart. Know why we keep the butter cold.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 6 days )	<ul style="list-style-type: none"> <li>• Accompanying outline with the demo</li> <li>• Laminating dough powerpoint</li> <li>• Worksheet for students</li> <li>• Students will make their own dough in groups of 2</li> <li>• Day 3 students will make tarts</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Short intro video</li> <li>• 10 min CIA video on making of laminating dough</li> <li>• Day 2 teacher demonstrates</li> <li>• With rubric, teacher will grade apple tarts</li> </ul>				Lamination, bouchées, croissants, feuilletage, puff pastry, laminated dough, butter block, single book fold, envelope fold, pinwheels, turnovers, bear claws.
<b>Resources</b>	videos, software, human to support instruction					
<b>Formative</b>	Worksheet and making their own dough and apple tart					

<b>Assessments</b>	
<b>Summative Assessments</b>	Use rubric to grade the apple tarts. All students will work in pairs.
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>



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<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 12: Nutrition in Culinary Arts
<b>Concepts</b>	Explain the basic nutrition for Culinary Arts using myPlate.com
<b>Big Ideas</b>	Good nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• How do we judge the reliability of food and nutrition information?</li> <li>• What is a sustainable eating habit?</li> <li>• What type of health issues might affect meal planning over the lifespan?</li> <li>• Why is planning meals important?</li> <li>• How do cooking methods influence the nutritional value of foods?</li> <li>• How do meals need to be adapted or planned to meet the specific needs of family members?</li> <li>• How do we interpret nutritional labeling?</li> </ul>
<b>Competencies</b>	Suggest modifications to the diet for a specific health condition. Analyze sources of food & nutrition information, including food labels, related to health and wellness. Evaluate the validity of nutritional claims from various sources. Identify ways to obtain a healthy diet on a limited budget.

<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>( 10-15 days)</b>	8th <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Write a balanced meal</li> </ul>	Show a video to warm up, then a powerpoint on the different areas of nutrition that affect us daily.				Nutrition, calorie, carbohydrate, simple & complex, protein, fat, saturated fat, unsaturated fat, trans fat, vitamins, minerals, sodium chloride, water, alcohol, inflation, ergonomics, MyPlate.com,
	9th <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Write a balanced B, L, D</li> </ul>	Show a video to warm up, then a powerpoint on the different areas of nutrition that affect us daily.				
	10th <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Write a balanced B, L, D</li> </ul>	Show a video to warm up, then a powerpoint on the different areas of nutrition that affect us daily.				
	11th <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	Show a video to warm up, then a powerpoint on the different areas of				Chemical reaction, Vitamins, nutrients,

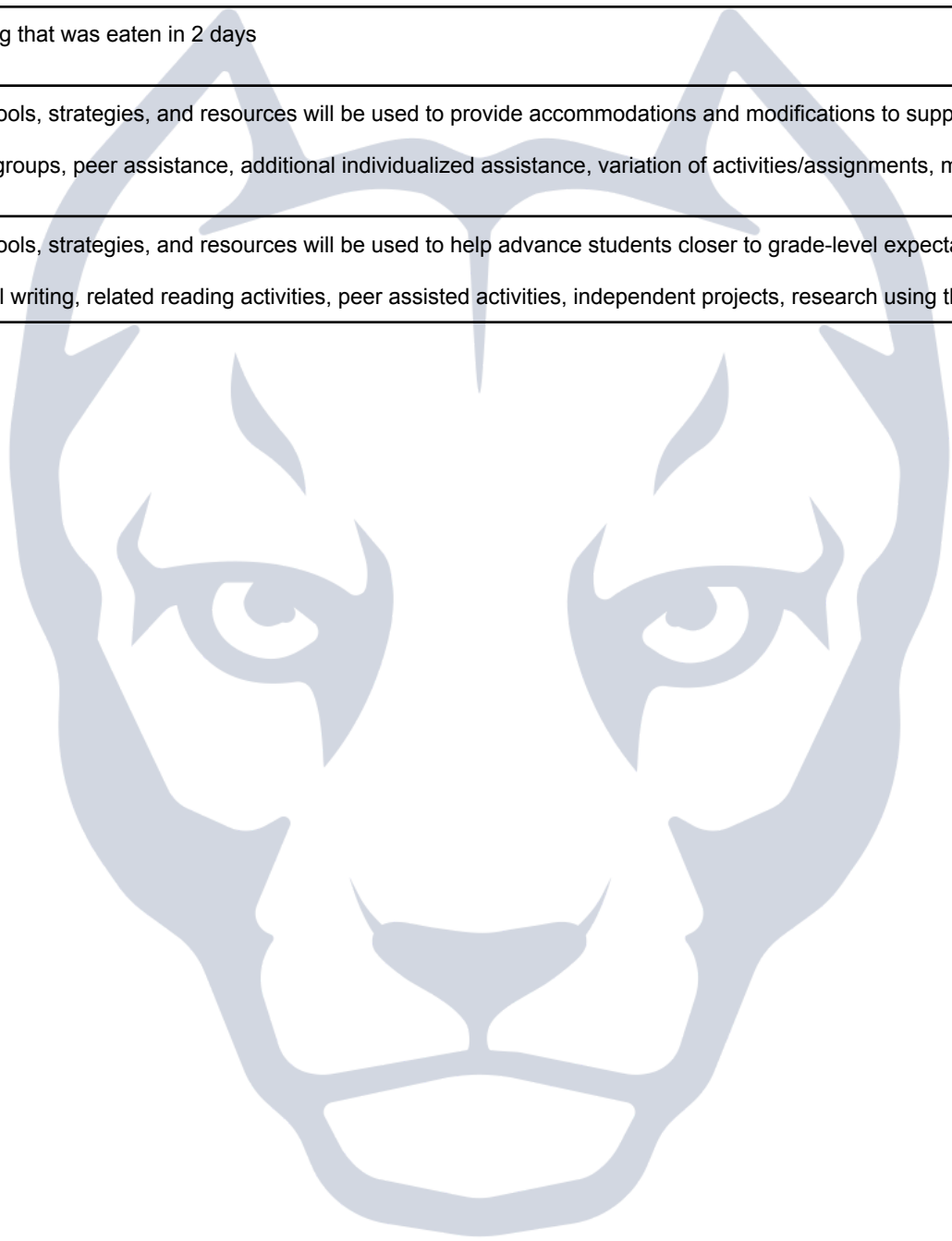
	<ul style="list-style-type: none"> <li>Prepare the meal for the seniors</li> </ul>	<p>nutrition that affect us daily. Work with the students in preparing a balanced meal.</p>				<p>irradiation, glucose, fiber, amino acid, cholesterol, HDL,</p>
	<p>12th</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Cook a balanced meal using chix</li> </ul>	<p>Show a video to warm up, then a powerpoint on the different areas of nutrition that affect us daily. Work with seniors in cooking the meal that 11th grade prepped for them.</p>				<p>LDL, fat soluble vitamins, mineral, USDHHS, glycogen, RDA</p>
<b>Resources</b>	<p>videos, internet sites, powerpoint, human to support instruction(myself)</p>					
<b>Formative Assessments</b>	<p>Handing in the vocabulary and then going over it as a class.</p>					
<b>Summative Assessments</b>	<p>Oral questioning during lesson and a quiz at the end.</p>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students? Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

# IAA Curriculum

<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 13: Metabolism and Activity level					
<b>Concepts</b>	This lesson will provide students with information on metabolism and activity level.					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Explain the role of metabolism in the body as it relates to calorie intake and the use of nutrients to provide energy for vital processes and activities.</li> <li>Discuss the health benefits of an active lifestyle.</li> <li>Describe methods for determining a healthy weight.</li> </ul>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>What is Metabolism?</li> <li>How fast is your metabolism?</li> <li>How does this relate to your body, the amount of fat vs. muscle you possess and how you can continue to improve your health?</li> </ul>					
<b>Competencies</b>	Students will be shown the MyPlate website and given the opportunity to personalize their own MyPlate profile. To do this you can go to the MyPlate website.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 1 - 2 days )	<ul style="list-style-type: none"> <li>Fill out food diary</li> <li>Create your personalized page on MyPlate.com</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>2 short videos on metabolism</li> <li>"Burn, baby, burn" lecture</li> <li>Personalize their own MyPlate profile</li> <li>Handouts on 100 calories</li> <li>One explains exercise to burn 100 calories, the other on much you have to eat of a certain food to add up to 100 calories</li> </ul>				None
<b>Resources</b>	Handouts, videos, human to support instruction					
<b>Formative Assessments</b>	Diary and MyPlate webpage					

<b>Summative Assessments</b>	Highlight everything that was eaten in 2 days
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



# IAA Curriculum

<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 14: Standardized Recipes					
<b>Concepts</b>	This lesson will focus the students on the importance of using standardized recipes, accurate measurement techniques, and portion control. It helps the student understand the importance of consistency in the product taste and appearance, amount of food prepared and to control the food cost.					
<b>Big Ideas</b>	"A Standardized Recipe," which is a recipe that has been tested for consistency of product and yield.					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• Consistent amount of food being prepared</li> <li>• Taste and appearance are the same no matter who's cooking</li> <li>• Elimination of guesswork</li> <li>• Consistent nutrient values</li> <li>• Customer satisfaction</li> <li>• Increased employee confidence</li> <li>• Efficient purchasing</li> <li>• Inventory control</li> <li>• Reduced bookkeeping</li> </ul>					
<b>Competencies</b>	Understand the difference between standardized and not being standardized. Standardization has been tested.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 3 days)	9 to 11 <ul style="list-style-type: none"> <li>• Define "standardized recipes."</li> <li>• State the advantages of using a standardized</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Eyeballing weights</li> <li>• Lesson evaluation</li> </ul>				Adjusting, AP, EP, equivalent, fluid ounce, fraction, increase, ingredients, measure, method, notes,

	recipe.					portion, quality, quantity, recipe, reduce, standardized, standardized recipe, substitute, utensils, weigh, yield.
<b>Resources</b>	videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Vocabulary, lesson evaluation handout,					
<b>Summative Assessments</b>	Measurement test and short essay.					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

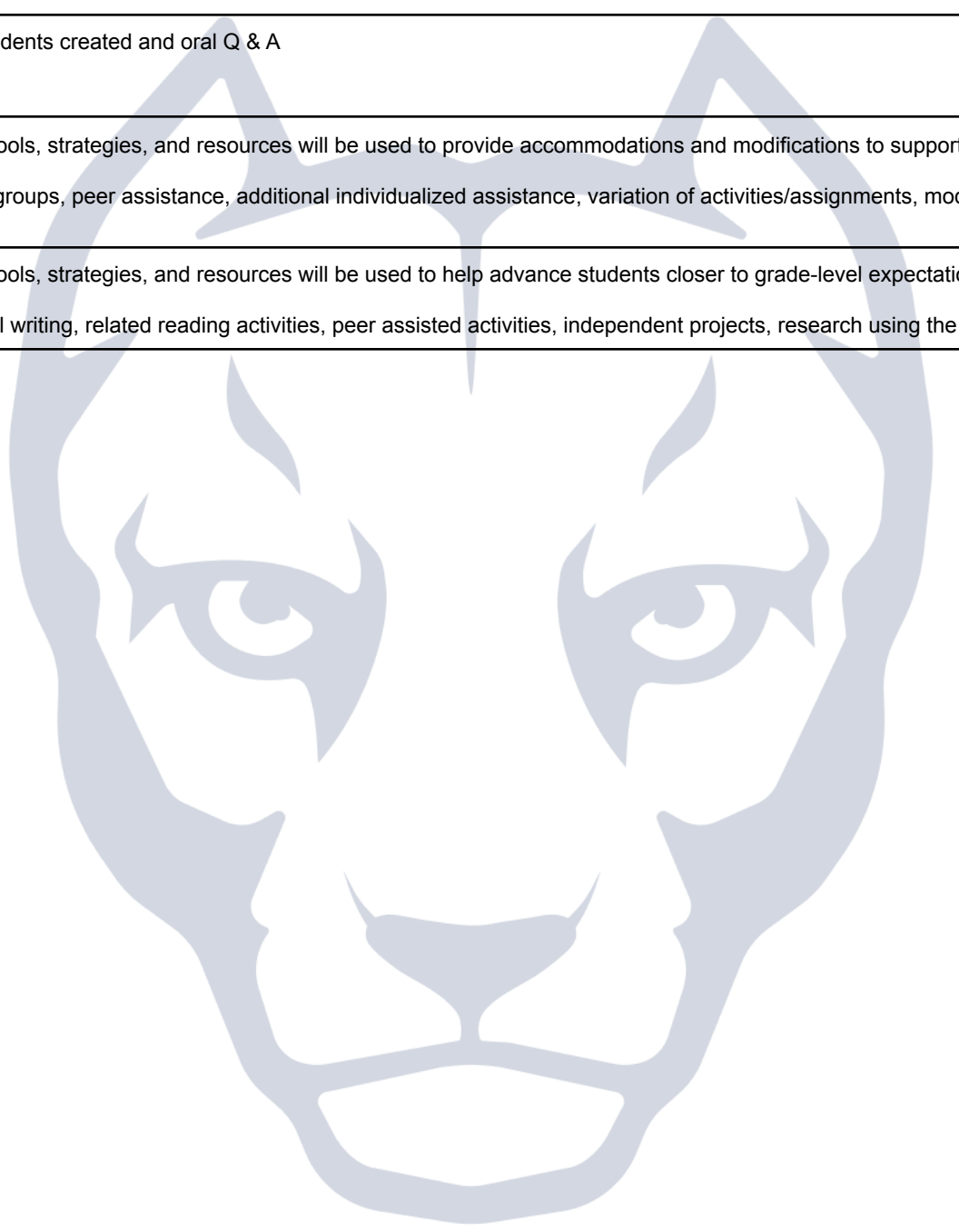


# IAA Curriculum

<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 15: Menu Planning					
<b>Concepts</b>	Students will learn about the factors to consider when creating and planning a menu.					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Students will explore the different principles and factors that need to be taken into account when planning a menu.</li> <li>Menus should be clear, accurate, easy to read and descriptive</li> <li>Menus should also have variety, balance, truthfulness, nutrition, &amp; flexibility</li> </ul>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Why would the availability of products affect planning a menu?</li> <li>What were some of the important factors the chef brought up about what to consider when creating a menu?</li> <li>What are some other areas That you can think of that would be important when planning a menu?</li> </ul>					
<b>Competencies</b>	Students will be able to create a menu in groups according to “Truth- in- menu guidelines” Short oral quiz while students are working on their menu.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
( 2-3 days)	<ul style="list-style-type: none"> <li>Create a menu w/variety, balance, truthfulness, nutrition and flexibility</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Video on “tips for creating a restaurant menu”</li> <li>Powerpoint presentation on “Truth-in-menu guidelines”</li> <li></li> </ul>				Balanced diet, ingredients, interests, menu, food preference, recipe, a la carte, appetizers, soups, salads, seafood, meat & poultry, desserts
<b>Resources</b>	videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Menus done by students following the “truth-in-menu guidelines”					

<b>Summative Assessments</b>	The menus the students created and oral Q & A
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



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<b>Content Area</b>	Culinary Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Culinary Arts Major Level II		

<b>Unit</b>	Unit 16: Culinary Weights & Measures					
<b>Concepts</b>	Students will learn basic Culinary weights & measures. Dry and liquid measuring.					
<b>Big Ideas</b>	<p>The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:</p> <ul style="list-style-type: none"> <li>• calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures;</li> <li>• understand scientific principles used in culinary arts;</li> <li>• read and comprehend standardized recipes;</li> <li>• write and convert standardized recipes.</li> </ul>					
<b>Essential Understandings</b>	Most kitchens use recipes to a certain extent, some more than others. Standardized recipes are important to foodservice operations because they provide consistency and uniformity. These recipes are usually developed, and food costs are calculated by the chef or culinary team, to suit the needs of the operation and to determine selling prices. Standardized recipes include yield, portion size, ingredients, portion cost, and menu price.					
<b>Competencies</b>	While some measures for cooking and food skills currently exist, they have some limitations. A key issue is that food skills tend to be encompassed in existing measures and not considered as a stand-alone set of skills and therefore all necessary elements may not be included					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
(5 - 10 days)	8th <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<b>Handouts: for all grades</b>  Abbreviations, Volume, and Weight Equivalents Length, Mass, and Volume Conversions Calculations Length, Mass, and Volume Conversions Calculations (Key)				Accuracy, mass, measurement, meniscus, precision, volume, amount, cup, degree Fahrenheit, directions, gallon, heaping, ingredients, level, package, pound, recipe, tablespoon,

		Measurement Equivalents Measurement Matters Lab Instructions Measurement Matters Lab Worksheet Measurement Stations Note-Taking: Measurement Matters! Temperature Conversions Calculations Temperature Conversions Calculations (Key)				teaspoon, temperature, thermometer, time, timer, weight.
	9th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>				
	10th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Work on baking to apply weights & measures lesson (cookies)			
	11th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Work on baking to apply weights & measures lesson (cookies)			
	12th	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Work on baking to apply weights & measures lesson (cookies)			
<b>Resources</b>	videos, software, human to support instruction					
<b>Formative Assessments</b>	Handouts					
<b>Summative Assessments</b>	Graded worksheets					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students? Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations					

Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.

