

**Randolph Township Schools  
Randolph High School  
Culinary Arts I Curriculum**

*“I believe that there is always something new to learn, in fact, that is one of the three reasons that I chose to become a chef, that my education is never over.”*

*Chef Anne Burrell*

**Visual and Performing Arts Department**

Frank Perrone, Supervisor

**Curriculum Committee**

Tom Povinelli

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

This full year course is designed to introduce students to the key concepts and methods of the culinary arts and the hospitality industry. Students will examine food and kitchen safety, nutrition and basic food preparation through cooking demonstrations, group work and hands on applications with the expectation that they will successfully take part in the Serv Safe assessment at the end of the course. This course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

*Culinary Arts I is aligned to the New Jersey Career & Technical Education Standards, New Jersey Career Ready Practices and the National Standards for Family and Consumer Sciences Education.*

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Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>1 week</b>	<b>I</b>	<b>Introduction to the Kitchen</b>
<b>1 week</b>	<b>II</b>	<b>Serv Safe Foundation and Framework</b>
<b>2 weeks</b>	<b>III</b>	<b>Basic Food Nutrition</b>
<b>2 weeks</b>	<b>IV</b>	<b>Knife Skills Introduction and Contamination</b>
<b>2 weeks</b>	<b>V</b>	<b>Becoming a Professional</b>
<b>6 weeks</b>	<b>VI</b>	<b>Breakfast Cookery and Temperature Control</b>
<b>5 weeks</b>	<b>VII</b>	<b>Community Cooking and Food Allergens</b>
<b>6 weeks</b>	<b>VIII</b>	<b>Soups, Stocks, and Sauces and The Microworld Pathogens</b>
<b>6 weeks</b>	<b>IX</b>	<b>Introduction to Meats and the Flow of Food</b>
<b>5 weeks</b>	<b>X</b>	<b>Sweet Treats</b>

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**Unit I: Introduction to the Kitchen**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>New Jersey Career and Ready Practices</b>		
CRP1 Act as a responsible and contributing citizen and employee	Tools and equipment are the foundation of a culinary kitchen.	<ul style="list-style-type: none"> <li>Why is it important to use the correct tool for the task at hand?</li> </ul>
CRP 3 Attend to personal health and financial well-being	Teamwork within a culinary kitchen is essential to success.	<ul style="list-style-type: none"> <li>What skills are necessary to work together in a group setting?</li> </ul>
CRP 4 Communicate clearly and effectively and with reason	Kitchen accidents can be prevented.	<ul style="list-style-type: none"> <li>Why is safety important?</li> </ul>
<b>9.3 – Hospitality and Tourism Career Cluster</b>	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities	Each workstation contains an oven, sink, range, microwave oven, counter space for prep work, and smallware storage space.	Identify workstations and work lines in the kitchen.
9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.	Smallware equipment are the basic tools used by the chef such as, serving spoon, tongs, spatula.	Label and identify key small ware utilized in the kitchen.
	Safety hazards in the kitchen entails, fire, accidents and injuries.	Describe common types of safety hazards in the kitchen.
		Effectively implement a fire safety plan.

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	Basic first aid includes understanding how to treat burns, lacerations, and slips and falls.	Select the appropriate first aid and/or emergency procedure based on the need.
	Cooperation, collaboration, following directions, accountability and time management are necessary skills for group tasks.	Compare and contrast various teamwork skills used within a culinary kitchen.
	<b>VOCABULARY:</b> Mise En Place, workstations, and work lines, burns, lacerations, cooperation, collaboration  <b>KEY TERMS:</b> Teamwork skills, basic first aid, emergency procedures, time management, safety hazards, small ware equipment, fire safety plan	
<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b> <ul style="list-style-type: none"> <li>Identifying small ware and heavy equipment through an interactive power point assessment</li> <li>Completing a kitchen workspace and safety identification survey</li> </ul> <b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"> <li>Participate in a kitchen equipment case study focused around the health and safety of a kitchen</li> <li>Participate in group discussions and demonstration with local fire official on the proper use and upkeep of the fire extinguishers and kitchen hood system</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>1 Week</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<a href="#">Serv Safe manual</a> (Mandatory, Digital) <a href="https://www.youtube.com/watch?v=iAJviCO5VuA">https://www.youtube.com/watch?v=iAJviCO5VuA</a> Video on kitchen and fire safety, <a href="https://www.axtellisd.net/view/401.pdf">https://www.axtellisd.net/view/401.pdf</a> (power point on “all things Culinary” CIA)	



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**Unit II: Serv Safe Foundation and Framework**

<b>STANDARDS / GOALS:</b> <b>Career and Ready Practices</b> CRP3. Attend to personal health and financial well-being.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP5. Consider the environmental, social and economic impacts of decisions	Good hygiene and proper food handling techniques are important to food safety.	<ul style="list-style-type: none"> <li>What are the challenges to food safety?</li> </ul>
<b>9.3 – Hospitality and Tourism Career Cluster</b>  9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	Food borne illness can be harmful to food operations, establishments, and patrons.	<ul style="list-style-type: none"> <li>What impact can food borne illnesses have an establishment?</li> </ul>
<b>National Standards for Family and Consumer Sciences Education</b>  8.2.1, Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.  8.2.5, Practice standard personal hygiene and wellness procedures.  8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.  14.4.5, Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.	<u><b>KNOWLEDGE</b></u> <b>Students will know:</b>	<u><b>SKILLS</b></u> <b>Students will be able to:</b>
	<p>Kitchen accidents can be prevented by being aware of potential hazards within the workplace.</p> <p>Purchasing from an unsafe source, failing to cook food correctly, holding food at an incorrect temperature, cross contamination, and practicing poor personal hygiene are ways food become unsafe.</p>	<p>Identify potential hazards in the workplace.</p> <p>Compare and contrast the various hazards that can be found within the workplace.</p> <p>Describe the ways foods can become unsafe.</p> <p>Explain ways to help food stay safe from start to finish working in a kitchen.</p> <p>Demonstrate procedures for cleaning and sanitizing kitchen equipment.</p>

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**Unit II: Serv Safe Foundation and Framework**

	Major characteristics of food borne pathogens include mold, food discoloration, fungus, and physical digestive illness.	Practice standard personal hygiene and wellness.
	Serv Safe offers food safety training and certification exams created by foodservice professionals.	Identify characteristics of major foodborne pathogens, and their roles in causing illness and foods involved in outbreak.
	<p><b>VOCABULARY:</b>  Cross Contamination, hygiene, sanitize, bacteria, viruses, biohazards, chemicals, parasites, raw food, prepared food</p> <p><b>KEY TERMS:</b> food safety system, HACCP, Corrective action, Food Code, Food Borne Pathogens</p>	Explain the purpose of Serv Safe in the role of food safety in the kitchen.
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing chapter review from Serv safe standards</li> <li>• Participating in daily proper set up and cleanup of kitchen and work area including proper kitchen hygiene</li> </ul>		

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**Unit II: Serv Safe Foundation and Framework**

<b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"><li>• Case study on kitchen safety in the news and how issues can be corrected (taken from Serv Safe text)</li><li>• Participate in teacher led demonstrations on proper cleaning and storing procedures throughout the kitchen</li></ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>1 week</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts Textbook (Optional) <a href="#">Serv Safe manual</a> (Mandatory, Digital) CDC video on prevention of Cross Contamination prevention PowerPoint presentation on a healthy kitchen presented by local health department

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**Unit III: Basic Food Nutrition**

<b>STANDARDS / GOALS:</b>  <b>Career and Ready Practices</b> CRP3. Attend to personal health and financial well-being.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  <b>National Standards for Family and Consumer Sciences Education</b> 8.5.14, Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.	Nutritional needs of individuals and families has a direct correlation to their general health and wellness across their life spans.	<ul style="list-style-type: none"> <li>• How can people benefit from healthy diets?</li> <li>• How does age contribute in the amount of essential nutrients needed to keep a healthy diet?</li> </ul>
14.2.1, Evaluate the effect of nutrition on health, wellness and performance.  14.2.3, Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.  14.3.1, Apply current dietary guidelines in planning to meet nutrition and wellness needs.	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <p style="text-align: center;"><b>Students will know:</b></p>	<p style="text-align: center;"><b><u>SKILLS</u></b></p> <p style="text-align: center;"><b>Students will be able to:</b></p>
	<p>The five food groups. “My Plate” illustrates the five basic food groups that are a building block for a healthy diet.</p> <p>Proper intake of nutrients helps with muscle enhancement, energy, and body function.</p>	<p>Identify the five food groups within a recipe.</p> <p>Utilize the five food groups to make a balanced meal.</p> <p>Evaluate the effect of nutrition on health, wellness and performance.</p> <p>Distinguish the difference between simple and complex carbohydrates utilizing a taste test.</p>

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**Unit III: Basic Food Nutrition**

	<p>Dietary trends focus on caloric intake, high lean protein, green vegetables and carbohydrates.</p> <p>Food substitutions can be used to promote healthy recipes and enhance flavors such as applesauce and sugar alternatives.</p> <p>The six major nutrients are proteins, fats, carbohydrates, minerals, fats, vitamins, and water.</p> <p>“My Plate” represents the USDA’s standards for a healthy diet.</p>	<p>Explore various dietary trends to enhance education on good eating practices.</p> <p>Incorporate a variety of food substitutions in meal planning.</p> <p>Describe how the six major nutrients are incorporated into various meals.</p> <p>Explain the history of my plate and its correlation to obesity in the United States.</p>
	<p><b>VOCABULARY:</b> “My Plate”, simple carbohydrates, complex carbohydrates, Omega 3 fatty acids, protein, Recommended dietary allowance (RDA)</p> <p><b>KEY TERMS:</b> Dietary supplements, Dehydration, blood sugar, calories</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Identifying the five food groups within a recipe</li> <li>Explaining the importance of “My Plate” and how it can be incorporated in daily life and incorporating a healthy diet</li> <li>Explaining how to work with state and local health department to maintain a safe food environment</li> </ul>		

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**Unit III: Basic Food Nutrition**

<b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"><li>• Smoothie project based on case study research and evaluation on health needs</li><li>• Student led activity on creating a digestive system to show how food enters the body along with a brief explanation on how food gets absorbed</li></ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<a href="#">Serv Safe manual</a> (Mandatory, Digital) Intro to Culinary Arts Textbook (Optional) Basic Nutrition 2 <sup>nd</sup> edition; Carol Ann Rinzler (Optional) Guest speaker Brenda Denure (BA in Nutrition and health services) Guidelines for a healthy diet (mayo Clinic Dr.) <a href="https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335">https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335</a>

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**Unit IV: Knife Skills Introduction and Contamination**

<b>STANDARDS / GOALS:</b> <b>Career and Ready Practices</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP2. Apply appropriate academic and technical skills.	The knife is an extension of a chef.	<ul style="list-style-type: none"> <li>How are knives used as an extension for a culinary professional?</li> </ul>
CRP3. Attend to personal health and financial well-being.		
<b>9.3 – Hospitality and Tourism Career Cluster</b>	Greater knowledge of knife cuts will promote growth and desire to improve.	<ul style="list-style-type: none"> <li>How would a chef choose the appropriate knife and cut for a certain application?</li> </ul>
9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.		
9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	Cross contamination can occur in a split second.	<ul style="list-style-type: none"> <li>Why is cross contamination harmful to food preparation?</li> </ul>
9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.		
<b>National Standards for Family and Consumer Sciences Education</b>	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
8.5.1, Demonstrate professional skills in safe handling of knives, tools, and equipment.	The eight parts of the knife include the tip, the blade, the spine, the bolster, the handle, the heel, the rivets and the cutting edge.	Identify the parts of the knife.
	The six types of knives are the French knife, utility knife, tourne knife, the paring knife, the boning knife, the bread knife.	Name the six main types of knives utilized by a food service professional.
	Basic knife maintenance includes sharpening, honing, and cleaning.	Properly care for the knives using basic maintenance.

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**Unit IV: Knife Skills Introduction and Contamination**

	<p>Knife cuts including fine dice, small dice, medium and large dice, fine julienne, batonnet.</p> <p>Proper sanitation of kitchen knives, utensils and workspaces are important to prevent food borne illnesses.</p> <p>Cross contamination is when bacteria from one ingredient contaminates another ingredient, causing harm to the person who eats it.</p> <p>Chemical contaminants include anything that you would use for cleaning such as: Bleach, Windex, Dish Soap and Fantastic.</p>	<p>Demonstrate a variety of simple knife cuts.</p> <p>Explain how the handling and care of knives prevent food borne illnesses.</p> <p>Describe the importance of avoiding cross contamination within the kitchen.</p> <p>Identify the basic chemical contaminants to avoid while cooking.</p>
	<p><b>VOCABULARY:</b> Dicing, julienne, batonnet, steel and whetstone, cross contamination, honing</p> <p><b>KEY TERMS:</b> Knife maintenance, Bear claw method, Mandolin, hone, chemical contaminants, biological contaminants, proper sanitation, knife cuts</p>	



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**Unit IV: Knife Skills Introduction and Contamination**

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Demonstrating proper handling and use of the knife during various kitchen assignments
- Demonstrating the basic knife through hands on demonstrations and work within the kitchen
- Demonstrating proper cleaning and storage of knife throughout all assignments
- Explaining the various containments found in a kitchen through individualized and group work

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Group creation of various diagrams highlighting key elements of knife skills
- Participating in a group team assignment focused on practicing sample knives cuts using rubric to guide the assignment
- Teacher led demonstration on the various aspects of knife skills including, knife cuts, cleaning, sharpening and honing of a knife
- Teacher led demonstration on the various containments found in a kitchen and ways to avoid these containments while cooking

**SUGGESTED TIME ALLOTMENT**

**2 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

Intro to Culinary Arts Textbook (Optional)  
[Serv Safe manual](#) (Mandatory, Digital)  
 Kitchen diagrams on kitchen knives and basic knife cuts  
<https://www.slideshare.net/daisybangayan/basic-knife-cuts> (knife cut power point presentation,  
[https://www.youtube.com/results?search\\_query=proper+knife+cutting+technique](https://www.youtube.com/results?search_query=proper+knife+cutting+technique) (knife cut  
 video spread Culinary institute of America)

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**Unit V: Becoming a Professional**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>Career and Ready Practices</b> CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p><b>9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION</b> 9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p><b>9.3 – Hospitality and Tourism Career Cluster</b> 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.</p>	Proper education and training are necessary for a career in the food production and service industry.	<ul style="list-style-type: none"> <li>Why is educational training within the food production and service industry important?</li> </ul>
	Positions within the food production and service industry involve a wide range of skills and knowledge base.	<ul style="list-style-type: none"> <li>How do skills vary based on the specific position?</li> </ul>
	<p><b><u>KNOWLEDGE</u></b></p> <p><b>Students will know:</b></p>	<p><b><u>SKILLS</u></b></p> <p><b>Students will be able to:</b></p>
	<p>The career path necessary for employment and entrepreneurship within the food production and service industry involves specific education.</p> <p>Nine main positions within a kitchen/back of the house setting include Chef, Souse Chef, Pastry Chef, Line Cook, Prep Cook, Bus Person, Dishwasher, Sommelier, Poissonnier.</p>	<p>Investigate the formal and continuing education of a specific position within the food service and production industry.</p> <p>Explain the nine main positions within a kitchen setting.</p> <p>Demonstrate the skill set needed to perform these positions.</p>

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**Unit V: Becoming a Professional**

<p><b>National Standards for Family and Consumer Sciences Education</b></p> <p>8.1.1, Explain the roles, duties, and functions of individuals engaged in food production and services careers.</p> <p>8.1.2, Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>8.1.3, Summarize education and training requirements and opportunities for career paths in food production and services.</p>	<p>Seven front house positions include general manager, shift manager, host, servers, busser, bartender and bar manager.</p> <p>The owner of a business collaborates with managers to oversee the cost, pricing, demands and profitability of the services provided.</p> <p><b>VOCABULARY:</b> back of the house, front of the house, Americans with Disabilities Act</p> <p><b>KEY TERMS:</b> entrepreneurship, service, and hospitality</p>	<p>Identify the seven different positions in the front of the house.</p> <p>Describe one main skill feature for each of the front of the house positions.</p> <p>List the roles and responsibilities of a business owner and manager.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing activity demonstrating what steps to take to cut costs of an establishment to maximize profitability</li> <li>• Explaining how employees' roles and jobs impact a company's goals</li> <li>• Identifying the various roles within a kitchen and their main purposes for a successful environment</li> <li>• Maintaining a professional clean appearance of yourself and workstation</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Student participation in daily tasks applying the specific job responsibilities and key time management skills</li> <li>• Group based project focused around the various career paths and owning a business</li> </ul>		

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**Unit V: Becoming a Professional**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts Textbook (Optional) <a href="#">Serv Safe manual</a> (Mandatory, Digital) Serv-safe power point (maintaining a clean kitchen) Guest speaker from Walnut Hill Culinary College or similar

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**Unit VI: Breakfast Cookery and Temperature Control**

<b>STANDARDS / GOALS:</b> <b>Career and Ready Practices</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP2. Apply appropriate academic and technical skills.	The delicate nature of an egg determines the method of cooking an egg.	<ul style="list-style-type: none"> <li>How can the parts of an egg help in the approach of cooking them?</li> </ul>
CRP3. Attend to personal health and financial well-being.		
<b>9.3 – Hospitality and Tourism Career Cluster</b>	Safe handling and preparation of dairy products is important for food safety and sanitation.	<ul style="list-style-type: none"> <li>Why is the handling and preparation of dairy products so important?</li> </ul>
9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. rent types of cleaning and sanitizing materials for proper use.	The advantage of quick breads is that they can be made quickly and more reliably.	<ul style="list-style-type: none"> <li>How can quick and easy recipes be helpful to starting chefs?</li> </ul>
<b>National Standards for Family and Consumer Sciences Education</b>	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
8.2.5, Practice standard personal hygiene and wellness procedures.		
8.2.6, Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.	The basic transformation of cooking an egg include poaching, frying, boiling, scrambling, over easy, over medium, and over hard.	Research and present the different styles of eggs.
8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.	Advanced egg cooking modifications include quiches, frittatas, omelets, and souffles.	Prepare eggs utilizing the different forms of cooking.  Explain the ways egg modifications can be utilized in the kitchen.

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**Unit VI: Breakfast Cookery and Temperature Control**

<p>8.5.2, Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3, Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4, Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.</p> <p>8.5.7, Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.10, Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.11, Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.</p>	<p>Temperature “danger zones” for various dairy products can harbor bacteria growth.</p> <p>The versatility of milk and milk products in cooking include whipping cream, half and half, butter, sour cream, buttermilk, and yogurt.</p> <p>The two basic methods of mixing muffins and quick breads is the well method and the creaming method.</p> <p>Applesauce as well as fruit purees work well as fat substitutes when making quick breads and muffins.</p>	<p>Demonstrate different ways to prepare recipes of eggs and egg modifications.</p> <p>Illustrate the proper temperature readings for dairy products for safe consumption.</p> <p>Demonstrate the principles and skills of milk and milk product cookery.</p> <p>Describe the difference between the methods of mixing muffins and quick breads.</p> <p>Demonstrate the different methods of mixing while creating muffins and quick breads.</p> <p>Evaluate alternative fats when using recipes to make quick breads and muffins.</p>
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**Unit VI: Breakfast Cookery and Temperature Control**

	<p><b>VOCABULARY:</b> Temperature Danger Zone (TDZ), well method, creaming method, churning, pasteurization, homogenization</p> <p><b>KEY TERMS:</b> Chalazae, albumen, cultured dairy products, styles of eggs, egg modification</p>	<p>Utilize various substitutions in breakfast cookery.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing the culinary hypothesis focused around ingredient substitutions</li> <li>• Completing the egg evolution activity where each group creates a different style egg based on research and a specific rubric</li> <li>• Creating a pamphlet that includes recipes for the various ways to cook eggs and egg modifications</li> <li>• Presenting on the importance of temperature control when working with specific breakfast items and dairy products</li> <li>• Planning, preparing and presenting a meal focused around the use of breakfast cookery based on a specific rubric</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Participate in group activities such as picture diagrams of liquid measurements</li> <li>• Whole group lecture focused on different functions of breakfast ingredients and temperature control</li> <li>• Participate in a temperature danger zone case study at different levels of violations in groups</li> <li>• Chef demonstration on an egg evolution; with a focus on the different job responsibilities along with the specific rubric for each style of egg</li> <li>• Individualized exploration and creation of various breakfast items providing opportunities to create stock recipes as well as student created recipes focused around breakfast cookery</li> </ul>		

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**Unit VI: Breakfast Cookery and Temperature Control**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>6 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts Textbook (Optional) Culinary Institute of America Culinary Calculations Book, 2 <sup>nd</sup> Edition Terri Jones (Optional) <a href="#">Serv Safe manual</a> (Mandatory, Digital) Modern Marvels Episode (The Incredible Edible Egg) Proper Egg and breakfast cooking skype with Johnson and Wales University



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**Unit VII: Community Cooking and Food Allergens**

<b>STANDARDS / GOALS:</b> <b>Career and Ready Practices</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP2. Apply appropriate academic and technical skills.	Learning about cultures and religious beliefs will help better prepare a Chef when planning a menu.	<ul style="list-style-type: none"> <li>How can understanding of culture and religion help with food preparation and service?</li> </ul>
CRP3. Attend to personal health and financial well-being	Researching and following culinary trends will strengthen knowledge of allergens and potential hazards to customers.	<ul style="list-style-type: none"> <li>What are the challenges to food safety?</li> </ul>
CRP6. Demonstrate creativity and innovation.		
CRP7. Employ valid and reliable research strategies.		
CRP12. Work productively in teams while using cultural global competence.	When planning a menu, you must consider flavors, colors, textures, shapes, sizes and temperatures of food.	<ul style="list-style-type: none"> <li>What is the role of a menu in food service?</li> </ul>
<b>9.3 – Hospitality and Tourism Career Cluster</b>	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	Various spices used in ethnic cooking can include cumin, cardamom, cinnamon, turmeric, and curry.	Compare and contrast how international spices can affect a recipe.
9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.		Utilize specific international spices in personalized dishes.
9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.	Religious and cultural dietary restrictions vary based on the specific background.	Investigate various recipes in different cultural and religious backgrounds.

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<p>9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.</p> <p><b>National Standards for Family and Consumer Sciences Education</b></p> <p>8.4.2, Apply menu-planning principles to develop and modify menus.</p> <p>8.4.3, Analyze food, equipment, and supplies needed for menu production.</p> <p>8.5.7, Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.8, Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.9, Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.</p> <p>8.5.10, Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.12, Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Cooking and preparing foods for a variety of event sizes involve thorough planning from the beginning.</p> <p>Common food allergens impact menu preparation and food service.</p> <p>Proper sanitation and food preparation as a professional expectation to avoid cross contamination and potential allergic reactions.</p> <p><b>VOCABULARY:</b> taste palate, allergens, dietary restrictions, ethnic, histamine</p> <p><b>KEY TERMS:</b> FAT TOM, A.L.E.R.T, histamine, allergic reactions</p>	<p>Plan a menu for a specific event size and focus.</p> <p>Prepare the menu items within the kitchen.</p> <p>Execute and present the menu in its entirety.</p> <p>List the common food allergens and symptoms of allergic reactions.</p> <p>Prepare an allergen free recipe.</p> <p>Apply principals of safety and sanitation in the food preparation and service.</p>
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**Unit VII: Community Cooking and Food Allergens**

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Planning, preparing and presenting a family international meal based on a specific rubric
- Creating a menu using international taste palettes
- Presenting on the importance of food allergens when preparing food

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Participate in a variety of cooking demonstration with international spices
- Complete a project-based learning activity on common food allergens
- Experiment with international spices within recipes
- Individualized exploration and creation of various international based recipes providing opportunities to create from stock recipes as well as student created recipes focused around international cookery

**SUGGESTED TIME ALLOTMENT**

**5 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

Intro to Culinary Arts Textbook (Optional)  
[Serv Safe manual](#) (Mandatory, Digital)  
 Guest speaker from Morristown food bank (Bill Zackoff – Food & Facilities Manager)  
[https://www.slidemembers.com/en\\_US/view/PPT-Templates/spices-and-seasonings-powerpoint-38](https://www.slidemembers.com/en_US/view/PPT-Templates/spices-and-seasonings-powerpoint-38) (power point on international spices).

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**Unit VIII: Soups, Stocks, Sauces and The Micro World Pathogens**

<b>STANDARDS / GOALS:</b> <b>Career and Ready Practices</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP2. Apply appropriate academic and technical skills.	The application of stock has a broad range that helps to build our understanding of soups and mother sauces.	<ul style="list-style-type: none"> <li>How does the quality of the stock play a major role in the quality in the soup or sauce?</li> </ul>
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	A multitude of sauces are derived from the five mother sauces.	<ul style="list-style-type: none"> <li>How can sauces change the flavor of the food it is served on?</li> </ul>
<b>9.3 – Hospitality and Tourism Career Cluster</b>	Cooking methods change the appearance, texture, flavor and nutritional value of the product.	<ul style="list-style-type: none"> <li>How does cooking effect food?</li> </ul>
9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	Food borne illness can be harmful to food operations, establishments, and patrons.	<ul style="list-style-type: none"> <li>How can food borne illnesses impact the food industry?</li> </ul>
<b>National Standards for Family and Consumer Sciences Education</b>	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.	Stocks contain four essential parts: a major flavoring ingredient, liquid, aromatics, and mirepoix.	Explain the purpose for each part of a stock.
8.3.6, Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.		Create mirepoix for various stocks.
8.5.3, Demonstrate knowledge of portion control and proper scaling and measurement techniques.		
8.5.6, Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.	There are seven types of stocks White stock: Brown stock: Fumet: Court bouillon, Glace, Remouillage and Bouillon.	Describe the various types of stocks and how they can be used.

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	<p>The five mother sauces include marinara, hollandaise, volute, bechamel, and espagnole.</p> <p>Thickener such as roux, beurre manie, slurry and liaison, add richness and body to sauces.</p> <p>Clear and thick are the two basic kinds of soups.</p> <p>Unique kinds of soups may include cold soups, fruit soups; and vegetable-based soups.</p>	<p>Compare and contrast the uses of each type of stock.</p> <p>Demonstrate an understanding of when to utilize the five mother sauces.</p> <p>Prepare the five mother sauces.</p> <p>Utilize the five mother sauces within specific recipes.</p> <p>Experiment on thickening agents included in different soups and sauces.</p> <p>Investigate soup recipes under each category.</p> <p>Replicate the basic kinds of soups.</p> <p>Identify traits of these unique soups.</p> <p>Compare these soups to more common types of soups.</p>
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	Biological contaminants include viruses, parasites and fungus.	Describe the basic biological contaminants.
	Fever, nausea, abdominal cramps, diarrhea, vomiting and jaundice are symptoms of foodborne illness.	Identify the main symptoms associated with foodborne illnesses.
	<p><b>VOCABULARY:</b> aromatics, bechamel, bisque, boullion, beurre manie, espagnole sauce, hollandaise, mirepoix, roux, mother sauces</p> <p><b>KEY TERMS:</b> Glaze, neutral stock, sachet, cheese cloth</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Identifying the four essential parts of stock and the proper ingredients for each part</li> <li>• Listing and demonstrating the various ways to cool stock properly</li> <li>• Creating an informational guide on the various types of stocks and how they can be used</li> <li>• Creating an informational guide on the 5 mother sauces and how they can be used</li> <li>• Demonstrating on the proper use of three main thickening agents</li> <li>• Presenting on the importance of the micro world pathogens when working with soups, stocks and sauces</li> <li>• Planning, preparing and presenting a meal focused around the use of soups, stocks and sauces based on a specific rubric</li> </ul>		

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**KEY LEARNING EVENTS AND INSTRUCTION:**

- Lab work focused on preparing various stocks, soups and sauces
- Experiment on thickening agents included in different soups and sauces
- Investigate soup recipes under each category and replicate them
- Various teacher led cooking demonstrations focused around the use of meats
- Individualized/group exploration and creation of various recipes utilizing soups, stocks and sauces providing opportunities to create from teacher provided recipes as well as student created recipes

**SUGGESTED TIME ALLOTMENT**

**6 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

National Restaurant Association: Foundations of Restaurant Management and Culinary Arts Textbook (Optional)  
Intro to culinary arts textbook (Optional)  
[Serv Safe manual](#) (Mandatory, Digital)  
[Culinary Arts Institute Channel YouTube](#)

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**Unit IV: Introduction to Meats and The Flow of Food**

<b>STANDARDS / GOALS:</b> <b>Career and Ready Practices</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP12. Work productively in teams while using cultural global competence.	Meats contain essential nutrients to help with a well-rounded diet.	<ul style="list-style-type: none"> <li>Why is the nutritional value of meats important?</li> </ul>
<b>9.3 – Hospitality and Tourism Career Cluster</b>	Special food preparation and sanitation techniques are necessary when handling meat.	<ul style="list-style-type: none"> <li>Why is the temperature of cooking meats important?</li> </ul>
9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
<b>National Standards for Family and Consumer Sciences Education</b>  8.2.5, Practice standard personal hygiene and wellness procedures.  8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.  8.3.6, Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.  8.5.1, Demonstrate professional skills in safe handling of knives, tools, and equipment.  8.5.5, Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.	Different cuts of meat come from different parts of the animal used.        Meats are classified by age, quality and cut.        The Federal guidelines to grade meat include the visual, texture, color and scent.        Proper food handling of meats follows specific food temperature guidelines.	Identify the cuts of meat from the different animals.        Explain how the different cuts of meat vary and their main purposes.        Describe how to properly prepare meats based on their age, quality and cut.        Summarize the necessary qualifications needed for different grades of meat.        List the various temperatures to ensure proper meat cookery.



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**Unit IV: Introduction to Meats and The Flow of Food**

	<p>Cutting and fabricating meats differ based on the meats being used such as beef, poultry, pork and veal.</p> <p>The different trims of meat including butterfly, medallions, scallops, emince and noisettes.</p> <p>There are eight stages in the flow of food starting with purchasing and receiving, storage, preparation, cooking, cooling, hot and cold holding, reheating and serving.</p>	<p>Distinguish between the types of cutting and fabricating used between different types of meats.</p> <p>Demonstrate proper cutting techniques to prepare meats for cooking.</p> <p>Produce meals that utilize the various cuts of meats.</p> <p>Label the different trims of meat.</p> <p>Prepare meats utilizing different trims.</p> <p>Demonstrate proper Serv Safe methods of food storage and preparation.</p> <p>Apply the fundamentals of time temperature and cooking method to cooking cooling reheating and serving foods.</p>
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**Unit IV: Introduction to Meats and The Flow of Food**

	<p><b>VOCABULARY:</b> Butterflying, medallions, scallops, emince, noisettes, fabrication,</p> <p><b>KEY TERMS:</b>, USDA, Quality Grading, game meat, Food and Drug Administration, flow of food</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Explaining proper handling, receiving and storage of raw beef, and pork</li> <li>• Understanding basic meat inspection guidelines and grading</li> <li>• Presenting on the importance of the flow of food when working with meat</li> <li>• Drawing a diagram and identifying the cuts of meat from different animals</li> <li>• Planning, preparing and presenting a meal focused around the use of meats based on a specific rubric</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Individual/group collaboration focused on diagrams of cow, pig and lamb and outlining the location of cuts after conducting research</li> <li>• Demonstration on meat breakdown, cooking and storage to ensure proper sanitation procedures</li> <li>• Various teacher led cooking demonstrations focused around the use of meats</li> <li>• Individualized/group exploration and creation of various recipes utilizing meats providing opportunities to create from teacher provided recipes as well as student created recipes</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>6 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Intro to culinary arts textbook</p> <p><a href="#">Serv Safe manual</a> (Mandatory, Digital)</p> <p>Guest speaker Chef Anthony Sibona BBQ Pit Master and Meat specialist</p> <p>FDA vs. USDA an overview (Govloop.com)</p> <p>Food and drug administration approved videos on food grading policies (FDA.gov)</p>	

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**Unit X: Sweet Treats**

STANDARDS / GOALS: Career and Ready Practices	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP6. Demonstrate creativity and innovation.	Different mixing methods effects product results.	<ul style="list-style-type: none"> <li>How does mixing alter the results of a product?</li> </ul>
CRP7. Employ valid and reliable research strategies.	Alterations in ingredients in baked products can enhance the nutritional profile.	<ul style="list-style-type: none"> <li>How can a chef increase the nutritional profile of baked goods?</li> </ul>
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.		
<b>9.3 – Hospitality and Tourism Career Cluster</b>	<b><u>KNOWLEDGE</u></b> Students will know:	<b><u>SKILLS</u></b> Students will be able to:
9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.	Different types of chocolate can be used in cooking such as unsweet, milk, cocoa powder, bittersweet/semisweet, white chocolate, and dark chocolate.	Identify various types of chocolate based on site, smell and taste.
<b>National Standards for Family and Consumer Sciences Education</b>		Utilize various types of chocolate within different recipes.
8.3.5, Demonstrate procedures for safe and secure storage of equipment and tools.	Dark chocolate has antioxidants which has proven health benefits including reducing chances of heart disease.	Explain the health benefits of dark chocolate.
8.5.2, Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	Ganache is an emulsion made with chocolate and cream.	Demonstrate how to make ganache.

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**Unit X: Sweet Treats**

<p>8.5.10, Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.12, Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Baking ingredients such as flour, sugar, eggs, salt, baking soda, and baking powder serve different functions.</p> <p>Baking powder causes an item to rise and baking soda helps a product become light and fluffy.</p> <p>The use of specific ingredients in baking and desserts require proper handling and storage for food safety and shelf life.</p> <p>Preparation techniques varies for custards, mousses and puddings.</p> <p>Baking is an exact science where measurements and ingredients produce specific results.</p>	<p>Compare and contrast the purpose of each ingredient used in baking.</p> <p>Describe the difference between baking powder and baking soda.</p> <p>Determine the appropriate product based on desired outcome.</p> <p>Distinguish the proper storage locations for baked goods and sweets for food safety.</p> <p>Compare and contrast custards, mousses and puddings.</p> <p>Construct a baked custard, mousse and pudding based on a prepared recipe.</p> <p>Describe the function of each ingredient in a baked product.</p>
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**Unit X: Sweet Treats**

	Nuances of mixing methods will yield outcomes and help with trouble shooting potential problems.	Summarize how different mixing methods yield different outcomes.
	<b>VOCABULARY:</b> ganache, antioxidants, custards, mousses, puddings, baking powder, baking soda  <b>KEY TERMS:</b> Bakers Chocolate, tempering, seeding method, tabling method	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Planning, preparing and presenting a meal focused around the use of sweet treats based on a specific rubric
- Presenting on the health benefits of the history of chocolate along with the health benefits of dark chocolate
- Drawing a Venn Diagram and identifying the differences between custards, mousses and puddings  
Creating a custard, mousse or pudding-based recipe

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Teacher led lecture on the purposes of each ingredient used in baking
- Research on health benefits and history of chocolate
- Various teacher led cooking demonstrations focused around the use of sweet treats
- Individualized/group exploration and creation of various recipes utilizing sweet treats providing opportunities to create from teacher provided recipes as well as student created recipes

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**Unit X: Sweet Treats**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>5 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts Textbook (Optional) <a href="#">Serv Safe manual</a> (Mandatory, Digital) On Baking Vol 3 Textbook; Sara Labensky (Optional) <a href="#">Nat-geo 10 greatest chocolatier in the world</a>