

**Randolph Township Schools
Randolph Middle School**

**Chef in Training II
6th and 7th Grade Cycle Class**

*“A recipe has no soul. You, as the cook, must **bring soul** to the recipe.”*

Thomas Keller, Sophisticated Gourmet

Visual and Performing Arts Department
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Curriculum Developed
July 2018

Date of Board Approval
September 4, 2018

Randolph Township Schools
Department of Visual and Performing Arts
Family and Consumer Science

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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.

Randolph Township Schools 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

RANDOLPH TOWNSHIP BOARD OF EDUCATION

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

Randolph Township Schools
Randolph Middle School
Visual and Performing Arts Department

Introduction

Chefs in Training II is a second level culinary arts experience for students interested in continuing to develop their culinary arts skills in the home kitchen. Preparing full course dinner menus will be the main focus of this cycle. Throughout this course, procedures for creating a safe, efficient environment will be highlighted. Students will also expand their knowledge and independence of working in a kitchen. Overall nutritional wellness serves as a connecting thread throughout each unit. Also, students will continually discuss making healthy food choices on a daily basis as they prepare various meals.

Chefs in Training II is for students in grades 6&7, with the prerequisite of taking Chefs in Training I

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chef in Training II
Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
1 week Ongoing	I	Reviewing the Essentials
1 week Ongoing	II	Nutritional Well-Being
2 weeks	III	Off to the Right Start! Competitive Breakfast for a Fast Track Day
2 weeks	IV	Midday Dash! Making the Right Choices to Beat the Afternoon Slump
4 weeks	V	What's for Dinner?

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chef in Training II
Unit I: Reviewing the Essentials

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Preventing kitchen accidents is just as important as handling food safely.	<ul style="list-style-type: none"> How should food be handled safely to prevent the spread of disease or illness?
CRP2 – Apply appropriate academic and technical skills.	Good food preparation skills and culinary knowledge will allow for more success in the kitchen.	<ul style="list-style-type: none"> Why do preparation skills impact the quality of kitchen production?
CRP4 – Communicate clearly, effectively and with reason.		
CRP5 – Consider the environmental, social, and economic impacts of decisions.	KNOWLEDGE	SKILLS
CRP6 - Demonstrate creativity and innovation.	Students will know:	Students will be able to:
CRP7 – Employ valid and reliable research strategies.	Safety in the kitchen area such as fire prevention and how to prevent common injuries are top priority in any kitchen.	Evaluate and explain ways to prevent kitchen accidents including fire prevention, cuts, electrocution, and burns.
CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.	Preparation skills allow for the creation of a safe food product by utilizing basic sanitation methods such as work station cleanup and personal hygiene.	Identify the causes of food borne illness.
CRP11 – Use technology to enhance productivity.		Demonstrate proper cleaning and maintaining of work station.
CRP12 – Work productively in teams while using cultural global competence		Establish a routine of correctly washing hands using The ABC song.
14.4.1 - Analyze conditions and practices that promote safe food handling.		Apply knife skills to cut vegetables for stir fry and or vegetable platter using a variety of
14.4.2 - Analyze safety and sanitation practices.		
14.4.5 - Analyze food borne illness factors including causes, hazardous foods, and methods of prevention.	Using the right knife for the task at hand is important	

	<p>The food processor is an important electric kitchen appliance used for chopping, mixing or pureeing foods.</p> <p>VOCABULARY: Foodborne illness (E. Coli, and salmonella), fire triangle, and PASS acronym, chef knife, paring knife, vegetable peeler, utility knife, and serrated edge, bear claw.</p>	<p>methods such as julienne, slicing, dicing, and chopping.</p> <p>Determine when to use the food processor and how it functions.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Researching and creating a collaborative presentation on one of six safety and sanitation topics. • Comparing knife cuts against a rubric. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will discuss possible hazards in the kitchen. • Students will identify 3 or more key points from shared student presentations. • Students will watch Safari Montage Video on knife skill techniques. • Students will view teacher demonstration of knife kits and modifications such as using corn cob holders instead of making a bear claw. • Students will be introduced to food processor and will evaluate in what situations it is better to use food processor verses a knife. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chef in Training II
UNIT I: Reviewing the Essentials

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1 Week Ongoing	Internet Research Safety and Sanitation Kitchen Equipment Skills for Preparation	Larson Duyff, Roberta. <i>Food, Nutrition, and Wellness</i> . Chicago, Glencoe, 2010. Safari Montage Kitchen Fundamentals Common Tools and Terms I Chapters 1 and 2

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chef in Training II
Unit II: Nutritional Well-Being

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Nutrients work together and rely on each other to keep people healthy.	<ul style="list-style-type: none"> As a teenager, why is it so important to get all the essential nutrients every day.
CRP2 – Apply appropriate academic and technical skills.	Snacks can provide essential nutrients and help maintain blood sugar levels.	<ul style="list-style-type: none"> Why might there be benefits or disadvantages of snacking in between meals?
CRP4 – Communicate clearly, effectively and with reason.		
CRP5 – Consider the environmental, social, and economic impacts of decisions.	KNOWLEDGE	SKILLS
CRP6 - Demonstrate creativity and innovation. CRP7 – Employ valid and reliable research strategies. CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them. CRP11 – Use technology to enhance productivity. CRP12 – Work productively in teams while using cultural global competence 14.2.4 - Analyze sources of food and nutrition information, including food labels, related to health and wellness. 14.3.1 - Apply current dietary guidelines in planning to meet nutrition and wellness needs. 14.3.3 - Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.	Students will know: Food labels are important to understand when choosing healthy foods to balance vitamins, minerals and nutrients. Making dietary choices that balance all of the food groups is essential for good health and wellness. Choosing and preparing healthy snacks are necessary for sustaining energy and maintaining even blood sugar levels. Lifestyle choices, personal routines, and budgets dictate many of our eating habits.	Students will be able to: Identify and interpret the nutritional information on food labels. Produce meals that contain all of the elements of Choosemyplate including dairy, grain, protein, fruits, and vegetables. Prepare a snack recipe with high nutritional value that has fiber, one or more vitamins and one or more minerals in its ingredients.

<p>9.5.3- Prepare food for presentation and assessment.</p>	<p>VOCABULARY: Choosemyplate, food label, food groups, fiber, vitamins, nutrients, and minerals.</p>	<p>Analyze the many influences on food choices such extra-curricular activities, time, and money.</p> <p>Evaluate eating habits and rank food choices compared with the elements of Choosemyplate.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Completing label and food tracker activities. • Producing a balanced meal using Choosemyplate as a guideline. • Planning and preparing a health-conscious snack recipe of their own creation that includes key nutritional components. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will dissect and analyze food label from a product. • Students will participate in class exploration of Choosemyplate.gov website created by the FDA and Michelle Obama. • Students will participate in a food tracker activity and track and analyze what they eat compared to Choosemyplate guidelines. • Students will prepare a snack that has fiber, one or more vitamins, and one or more minerals in its recipe. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chef in Training II
UNIT II: Nutritional Well-being

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1 week	<p>Class Discussion of Healthy Food Choices</p> <p>Food Label Group Work</p> <p>Personal Eating Habit Tracker: Students will track what they eat for a short period of time.</p> <p>Analyze tracker and compare against Choosemyplate guidelines.</p> <p>Create Healthy Snack Recipe</p>	<p>www.Choosemyplate.gov</p> <p>Product labels</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
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Chef in Training II

Unit III: Off to the Right Start! Competitive Breakfast for a Fast Track Day

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Protein and carbohydrates are two important components of a healthy breakfast.	<ul style="list-style-type: none"> What are the consequences of skipping breakfast? Why are there benefits to increasing carbohydrate intake?
CRP2 – Apply appropriate academic and technical skills.		
CRP4 – Communicate clearly, effectively and with reason.	Eggs are a nutritional superpower that have many uses in the food preparation process.	<ul style="list-style-type: none"> Why would chefs prefer organic eggs verses standard eggs?
CRP5 – Consider the environmental, social, and economic impacts of decisions.		
CRP6 - Demonstrate creativity and innovation.	KNOWLEDGE	SKILLS
CRP7 – Employ valid and reliable research strategies.	Students will know:	Students will be able to:
CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.	Key nutrients such as protein in eggs and carbohydrates in whole grains help the body produce energy to get through the day.	Analyze a daily breakfast routine and assess the nutritional value.
CRP11 – Use technology to enhance productivity.		
CRP12 – Work productively in teams while using cultural global competence	Eggs come in a variety of types including size, grade, appearance, and source.	Assemble a breakfast recipe that features eggs as a main component such as a casseroles, quiche or breakfast sandwich.
14.3.1 - Apply current dietary guidelines in planning to meet nutrition and wellness needs.		
8.5.5 - Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.	Whole grains such as quinoa, oat, bran, and wheat are used in a variety of recipes such as bran muffins or quick breads.	Select from a variety of healthy ingredients to prepare quick breads such as muffins, waffles, and pancakes.
8.5.11 - Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.		

	<p>Whole grains have essential nutrients that the body needs.</p> <p>VOCABULARY: quick bread, whole grain, protein, julienne, date, carbohydrate, fasting, poached, over-easy, and sautéed.</p>	<p>Research and choose a recipe that features grain as key ingredients such as granolas, oatmeal's, and quick breads.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Researching, choosing, and preparing two or more successful recipes that feature eggs as a breakfast component. • Researching, choosing, and preparing one or more recipes featuring grain as key ingredient for breakfast. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will participate in an egg lab to discuss difference and similarities in types of eggs. • Students will participate in “Taste of NJ” breakfast sandwich making competition where they must use all components of the choosemyplate. • Students will create a varied selection of quick breads and grain-based recipes focused on student interest and overall goals. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Randolph Middle School

Chef in Training II

UNIT III: Off to the Right Start! Competitive Breakfast for a Fast Track Day

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Importance of Breakfast Egg Varieties and Nutritional Value Egg as Protein in Recipes Grain Varieties and Nutritional Value Grain as Carbohydrate in Recipes	www.Incredibleegg.org www.usatoday.com “Taylor Ham: A New Jersey Breakfast Obsession”. May 12, 2016. www.seriousseats.com “Breakfast of Champions: Why is NJ Crazy for Porkroll”. October 2014.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
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Unit IV: Midday Dash! Making the Right Choices to Beat the Afternoon Slump

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Making healthier choices at lunch ensures that you are eating the optimum amounts of nutrients to function at a high level.	<ul style="list-style-type: none"> Why do you think lunch is a mandatory period during the school day and also the work place?
CRP2 – Apply appropriate academic and technical skills.		
CRP4 – Communicate clearly, effectively and with reason.	Soups and salads, are a healthy and cost-effective way to get essential nutrients.	<ul style="list-style-type: none"> How can you make lunch more nutritious on a budget?
CRP5 – Consider the environmental, social, and economic impacts of decisions.	Sandwich recipes allow for culinary creativity and expression.	<ul style="list-style-type: none"> How can a chef elevate a basic sandwich?
CRP6 - Demonstrate creativity and innovation.		
CRP7 – Employ valid and reliable research strategies.	KNOWLEDGE	SKILLS
CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.	<p>Students will know:</p> <p>Proper nutrients provide many health benefits and are important to incorporate within all meals.</p> <p>Incorporating a variety of vegetables in a diet is essential because of nutrient density.</p> <p>Technical knife skills such as mincing, julienne, and concassees can allow vegetables to be used in a greater variety of ways.</p>	<p>Students will be able to:</p> <p>Utilize choosemyplate.gov to analyze food choices for lunch preparation.</p> <p>Explain how nutrient density connects with vegetables.</p> <p>Develop technical knife skills to allow for a greater use of vegetables in their choice of soup or salad.</p>
CRP11 – Use technology to enhance productivity.		
CRP12 – Work productively in teams while using cultural global competence		
14.3.1 - Apply current dietary guidelines in planning to meet nutrition and wellness needs.		
14.3.3 - Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.		
8.5.8 - Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.		

<p>8.5.6- Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.</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>8.5.9- Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.</p>	<p>Soups and sandwiches can include all of the food groups such as vegetables, proteins, dairy, grains, and can be a portable way to have a complete meal.</p> <p>VOCABULARY: herbs, spice, bread types (wheat, white, rolls), salad classification (protein, pasta, fruit, vegetable, gelatin), mincing, julienne, and concassee.</p>	<p>Create and prepare healthy sandwiches or soups using choosemyplate.gov as a guideline.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Planning and preparing their choice of soup or salad. • Demonstrating technical knife skills such as mincing, julienne, and concassee when cutting vegetables. • Planning and preparing a sandwich using choosemyplate. • Preparing a tomato soup recipe using the concassee knife skill. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will use devices to research food choices on choosemyplate.gov • Students will observe teacher demonstration of knife skills. • Students will participate in “Wrap it Up” wrap sandwich making competition where they must use all components of the choosemyplate. • Students will create a tomato soup recipe that incorporates technical knife skills such as concassee. 		

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Chef in Training II
UNIT IV: Midday Dash! Making the Right Choices to Beat the Afternoon Slump

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Nutritional Components of Lunch Technical Knife Skills Soups Salads Sandwiches	International culinary schools knife skills grading rubric

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chef in Training II
UNIT V: What's for Dinner?!

STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CRP1 – Act as a responsible and contributing citizen and employee.</p> <p>CRP2 – Apply appropriate academic and technical skills.</p> <p>CRP4 – Communicate clearly, effectively and with reason.</p> <p>CRP5 – Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP7 – Employ valid and reliable research strategies.</p> <p>CRP8– Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 – Use technology to enhance productivity.</p> <p>CRP12 – Work productively in teams while using cultural global competence</p> <p>14.3.1- Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.3- Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.</p> <p>9.5.3- Prepare food for presentation and assessment.</p>	<p>Appetizers connect to a satisfying dining experience.</p> <p>Dinner serves as a nutritious end to the day and provides time for gathering and socialization.</p> <p>Recognizing the characteristics of high-quality food and factors that affect the cost will help chefs to select a main dish that fits their budget and menu.</p>	<ul style="list-style-type: none"> • How do high end restaurants elevate a basic appetizer into a culinary art form? • How does the flavor of an appetizer set up your palette for the main course? • How has the modern-day family makeup and routines impacted “dinner time?” • In what ways can you save money and not jeopardize quality when preparing a dinner dish?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Appetizers can be both creative and delicious.</p> <p>Protein choices can be made based on nutrition content and economics.</p>	<p>Students will be able to:</p> <p>Select and prepare both hot and cold appetizers that are tasteful and aesthetically pleasing.</p> <p>Prepare market orders that meet both economic and nutritional goals.</p> <p>Choose appropriate proteins to pair with the flavors and textures of the dish.</p>

<p>8.5.12- Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Casseroles are easy to prepare, cost effective, and a great way to incorporate all essential ChooseMyPlate components.</p> <p>Chef collaboration enhances team building skills and allows for creative recipe development.</p> <p>Differentiating between healthy versus non-healthy carbohydrate choices impacts nutrition goals.</p> <p>VOCABULARY: Casserole, Hors d'oeuvres, USDA Grades, vegetarian, vegan, and gluten free.</p>	<p>Create casserole dishes with complimentary food choices that include vegetables, proteins, and carbohydrates.</p> <p>Collaborate with group in preparation of meals.</p> <p>Recognize why carbohydrates are necessary in the diet and will be able to compare and contrast healthy verses non-healthy options.</p> <p>Select appropriate carbohydrate options to pair with meals.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Researching, selecting, and preparing either a hot or cold appetizer recipe. • Planning and preparing a casserole recipe. • Comparing and contrasting healthy verses non-healthy carbohydrate choices. • Planning and executing a dinner meal. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will view demonstration on work space sanitation. • Students will have class discussion on dietary concerns. • Students will watch a Food Network video on appetizers followed by class discussion. • Students will participate in an “appetizer social”. • Students will watch Alton Brown Good Eats video, Season 6, episode 11, “Casserole Over”. • Students will participate in a culminating “meal experience” with guests where students will work in groups to prepare a multiple course dinner including appetizer and side dish. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chef in Training II
UNIT V: What's for Dinner?!

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 weeks	Work Space Sanitation Dietary Concerns Appetizers Main Dish Casseroles	Food Network Videos: https://www.foodnetwork.com/videos Alton Brown Good Eats video, Season 6, episode 11, “Casserole Over.” Internet based resources such as Pinterest and Twitter