

IAA Curriculum

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 1: Culinary Arts Food Safety					
Concepts	<ul style="list-style-type: none"> • How to prevent food poisoning. Wash hands, utensils and surfaces often. • Separate: don't cross contaminate • Cook to right temperature • Chill: refrigerate & freeze food properly 					
Big Ideas	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.					
Essential Understandings	What constitutes a safe 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 handling food ?					
Competencies	What Does it Take to Have a Strong Food Safety Culture? Management Commitment. ◦ Management must be dedicated to food safety .					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 -15 days)	8th <ul style="list-style-type: none"> • Vocabulary • Handwashing 101 • Powerpoint 	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"> • Vocabulary • Handwashing 101 • Powerpoint • HACCP 	Worksheet FDA's food code				
	10th, 11th & 12th <ul style="list-style-type: none"> • Vocabulary • HACCP • Powerpoint 	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 [®] Poster Rubric for Food borne Illness Poster Safe Food Temperature Poster TFER Hand Wash Poster Three Compartment Sink				
Resources	videos, internet sites,, human to support instruction (myself)					
Formative Assessments	Worksheets, Q & A on the specific topic of food safety					
Summative Assessments	Quiz at the end of the lesson.					
Strategies for ELL and IEP Support	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.					
Acceleration Strategies	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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Unit	Unit 2: Critical Temperatures					
Concepts	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.					
Big Ideas	Good food safety isn't just a lesson; it is a system to apply to all labs and food handling for the year.					
Essential Understandings	<p>"Why care about temperatures?"</p> <ul style="list-style-type: none"> • Prevent illness of employees and clients • Ethical responsibility for health and safety for employees and clients • Professional legal liability for food borne illnesses • Profit, food borne illness incidences or outbreaks can be expensive • Build reputation as clean and healthy • Reduce loss from potential fines and penalties for outbreaks • Reduce insurance costs by preventing outbreaks • Increased customer repeat business, increased profits • Employees keep their jobs!!! • Business owners keep their property!!! 					
Competencies	Students will know the danger zones of food. Cold = 40 degrees and hot =140 degrees, anything in between is in the danger zone.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(3 days)	<ul style="list-style-type: none"> • Students will be able to identify the critical control points for food preparation, storage, chilling and reheating. • Students will be able to 	<ul style="list-style-type: none"> • Critical temperature assignment • Construct a thermometer w/critical food temps. • 				Flow of food, cross contamination, time-temp abuse, bimetallic stemmed thermometer,

	<p>describe the temperature danger zone.</p> <ul style="list-style-type: none"> • Students will be able to graph the temperatures on a graph. • Students will be able to demonstrate how to read a thermometer and calibrate. • Students will be able to explain why temperatures are critical to food safety. 					<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>
Resources	videos, internet sites,, human to support instruction					
Formative Assessments	Thermometer project, discussion, handouts					
Summative Assessments	Temperature check quiz					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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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Unit	Unit 3: Culinary Weights & Measures					
Concepts	Students will learn basic Culinary weights & measures. Dry and liquid measuring.					
Big Ideas	<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"> • calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures; • understand scientific principles used in culinary arts; • read and comprehend standardized recipes; • write and convert standardized recipes. 					
Essential Understandings	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.					
Competencies	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					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(5 - 10 days)	8th <ul style="list-style-type: none"> • Vocabulary 	Handouts: for all grades 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"> Vocabulary 				
	10th	<ul style="list-style-type: none"> Vocabulary 	Work on baking to apply weights & measures lesson (cookies)			
	11th	<ul style="list-style-type: none"> Vocabulary 	Work on baking to apply weights & measures lesson (cookies)			
	12th	<ul style="list-style-type: none"> Vocabulary 	Work on baking to apply weights & measures lesson (cookies)			
Resources	videos, software, human to support instruction					
Formative Assessments	Handouts					
Summative Assessments	Graded worksheets					
Strategies for ELL and IEP Support	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.					
Acceleration Strategies	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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Unit	Unit 4: Eggs, Dairy & Short Order					
Concepts	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.					
Big Ideas	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.					
Essential Understandings	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.					
Competencies	Students will be able to cook a fried egg or omelette. Also know the nutritional value in eggs, the yolk, and the egg white.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15 days)	12th <ul style="list-style-type: none"> The student will be able to list and define the many functions that eggs have in recipes. The students will be able to identify products that contain eggs and how and why eggs are used. The student will learn terms and techniques in egg cookery. 	<ul style="list-style-type: none"> Intro slide Powerpoint w/ 3 videos by celebrity chefs making items w/eggs Egg separating demo Making fresh mayonnaise Making lemon curd Show students how to cook different breakfast eggs. Make omelets Milk chart Nutrition of the milks Milk comparison chart Making pudding 				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"> • 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. • Students will examine the labels of eight different types of milk comparing and contrasting the nutritional differences between them. • Students will understand the terminology used in conjunction with milk and on milk labels. • Students will understand the difference between a lactose intolerance and a milk allergy and the importance of choosing appropriate milk alternatives. • 					rice milk, lactose free milk, almond milk.
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Hands-on making mayo, lemon curd, hollandaise.					
Summative Assessments	Quiz on egg functions.					
Strategies for ELL and IEP Support	<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>					

Acceleration Strategies	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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Unit	Unit 5: Herbs & Spices					
Concepts	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.					
Big Ideas	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.					
Essential Understandings	What's the difference between fresh herbs? Is fresh rosemary dangerous to eat?					
Competencies	To know what herb & spice goes with what food.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(5 days)	12th <ul style="list-style-type: none"> The student will be able to identify a variety of fresh and dried herbs based on sight and smell. The student will be able to identify where specific herbs originated and what type of food they are best used with. The student will develop a basic understanding of 	<ul style="list-style-type: none"> Fresh herbs Powerpoint on other herbs Guided notes & Fill out a herb chart 				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.
Resources	internet sites, software, human to support instruction					
Formative Assessments	Identifying fresh herbs in a group					
Summative Assessments	Herb chart, each student will make.					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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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Unit	Unit 6: Intro to Micro Organisms & Food Borne Illness.					
Concepts	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.					
Big Ideas	Everything you do to minimize foodborne illness in the food industry is a must.					
Essential Understandings	Which of the four most categories is the most common.? Bacteria, virus, parasite & fungus.					
Competencies	Learn about pathogens. e. coli 0157:H7, salmonella, staphylococcus aureus, norovirus, hepatitis A, and giardia.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(5 days)	9th <ul style="list-style-type: none"> • Vocabulary • Microorganism chart 	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"> • Vocabulary • Microorganism chart 					
	11th	<ul style="list-style-type: none"> • Vocabulary • Microorganism chart 					
Resources	videos, internet sites, software, human to support instruction						
Formative Assessments	Worksheets done in a group. (chart) Class presentation done by each student.						
Summative Assessments	Test on microorganisms & FBI						
Strategies for ELL and IEP Support	<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>						
Acceleration Strategies	<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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Unit	Unit 7: Workplace safety- Preventing slips, trips and falls.
Concepts	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?
Big Ideas	If employees are trained properly about the hazards of a workplace, it becomes a safe environment to work in.
Essential Understandings	Lifting & carrying, preventing burns, ladder safety, avoiding slips & falls, fire extinguishers- types and use,
Competencies	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.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(8 days)	9 to 11 Projected Unit Schedule: <ul style="list-style-type: none"> • Day 1 - This lesson • Day 2 - Students register project topic and partner, preventing fires and burns, stovetop safety • Day 3 - Lifting and carrying safely, preventing cuts • Day 4 - Safe Driving and First Aid • Day 5 - Safety as an ongoing process • Day 6 - Government regulations and agencies • Day 7 - work on project • Day 8 - Present project, 	Project PROJECT SCORING RUBRIC: 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.					
Resources	videos, internet sites, software, human to support instruction					
Formative Assessments	Working on the project					
Summative Assessments	<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>					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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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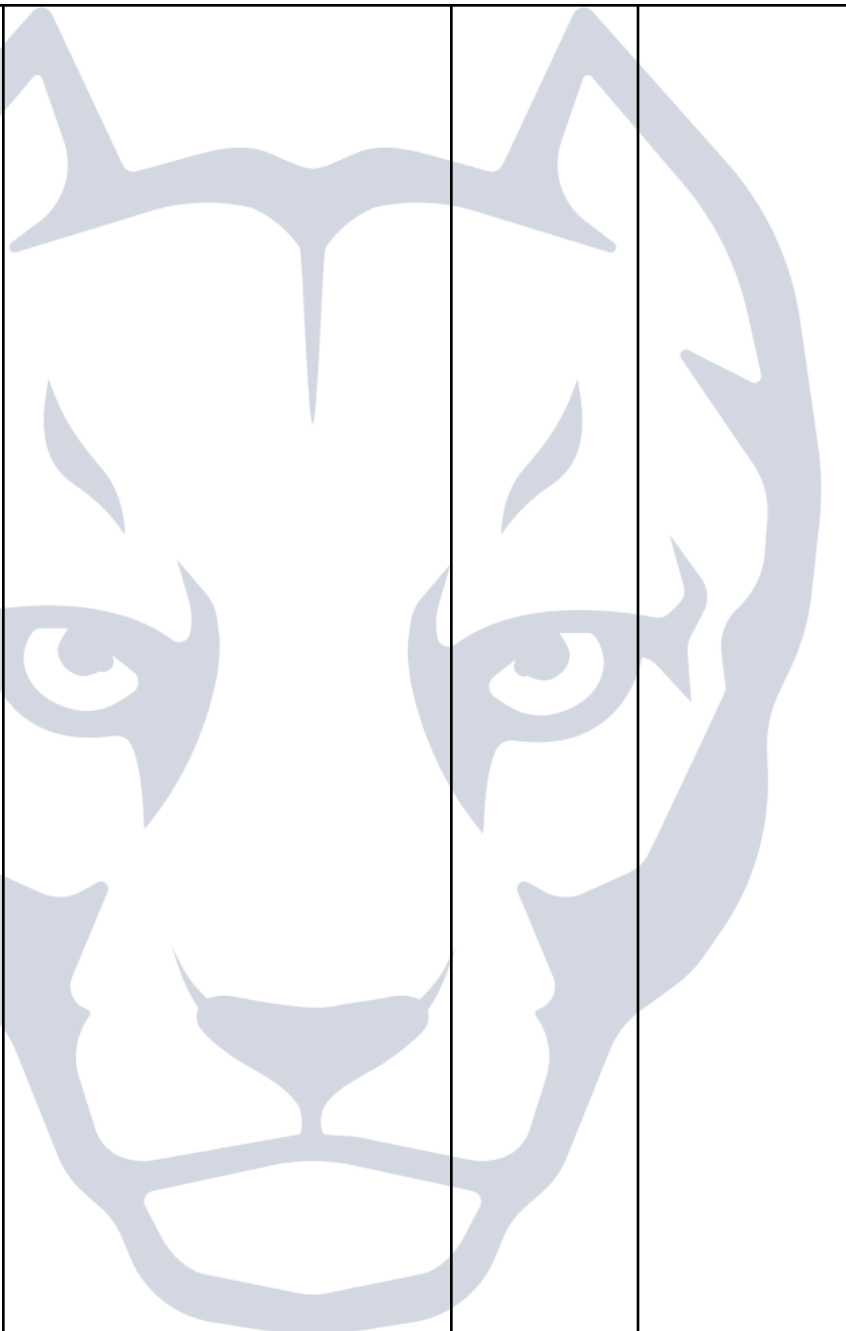
Unit	Unit 8: FIFO- First in, First out					
Concepts	Fifo is actually an accounting tool that has been passed to other industries.					
Big Ideas	Stock rotation is a way of mitigating stock loss. It is the practice, used in hospitality and retail, especially in food stores such as restaurants and supermarkets, 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.					
Essential Understandings	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.					
Competencies	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.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(2 days)	9 -11 <ul style="list-style-type: none"> Students will learn to properly rotate and store foods in chill box using the first in first out method studied in this lesson plan Food should be shelved based upon: <ul style="list-style-type: none"> Food must be use-by or expiration date, so older food is used first. Store products with the earliest dates in back of chill box. 	<ul style="list-style-type: none"> Class discussion First in document 				None

	<ul style="list-style-type: none"> • Dates in front of products with later dates. • Once they have been properly shelved, use those stored in front first. • Regularly check use-by and expiration dates • Discard food that has passed the expiration date. • 					
Resources	videos, internet sites,, human to support instruction					
Formative Assessments	Worksheet & class discussion					
Summative Assessments	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?					
Strategies for ELL and IEP Support	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.					
Acceleration Strategies	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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Unit	Unit 9: Stocks, Soups, Mother Sauces					
Concepts	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					
Big Ideas	<ul style="list-style-type: none"> 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. 					
Essential Understandings	<ul style="list-style-type: none"> 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. Can using and preparing great stocks separates the average cook and the great chef? 					
Competencies	Students will be able to make basic beef, poultry stock. Know the mother sauces and some of the derivatives of each sauce.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15 days)	12th <ul style="list-style-type: none"> Students will explain the importance of great stock and its role in soups, sauces and moist heat cooking. Students will identify and gather all the common ingredients and tools in stock making. (Mise en place) Student will demonstrate the proper procedure of stock making 	<ul style="list-style-type: none"> Powerpoint Taste test 3 bowls of stock Lecture on main ingredients needed to make a stock Video on making mother sauces Powerpoint on discussing each mother sauce Making Potato leek soup Students prepare "a la minute" sauce from a mother sauce 				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"> • Student will identify methods for preparing bones, mirepoix, water temperature and seasonings • Students will demonstrate the methods to degrease a stock. • Students will identify how to properly cool and store a stock. • Students will list the factors of a quality stock • Students will explain the importance of great stock and its role in soups, sauces and moist heat cooking. • Students will identify and gather all the common ingredients and tools in stock making. (Mise en place) • Student will demonstrate the proper procedure of stock making • Student will identify methods for preparing bones, mirepoix, water temperature and seasonings • Students will demonstrate the methods to degrease a stock. • Students will identify how to properly cool and store a stock. • Students will list the 					<p>espagnole, hollandaise.</p>
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	factors of a quality stock				
Resources	videos, software, human to support instruction				
Formative Assessments	Actual stock that will be made is chicken stock.				
Summative Assessments	Quiz at end of lesson on stocks, soups, sauces.				
Strategies for ELL and IEP Support	<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>				
Acceleration Strategies	<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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Unit	Unit 10: Salads & Dressings					
Concepts	<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>					
Big Ideas	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.					
Essential Understandings	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.					
Competencies	Understanding the difference between a composed and a tossed salad. Also, learn about making vinaigrette dressings.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	12th <ul style="list-style-type: none"> Be able to explain what a composed salad is Be able to plate a beautiful composed salad Be able to mix and match flavors and colors to make a composed salad 	<ul style="list-style-type: none"> Lecture each day on a different type of salad. Students will make their own salads and dressings. 				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"> ● Be able to write how to list a recipe on standard form ● Select and prepare a variety of fresh greens and lettuce for salads ● Select and prepare fresh ingredients to put together a simple tossed salad ● Select, wash, dry, and combine salad greens and store them properly ● List and be able to identify three fresh lettuces ● Prepare a beautiful tossed salad ● Students will complete a simple but tasty Chicken Salad ● Students will use good time management ● Students will follow safe food handling procedures ● Students will keep plates clean and beautiful ● 					<p>provenance, mayonnaise, salad dressing, salsa, tapenade, vinaigrette, appetizer salad, side salad, mesclun, salad, tossed salad, composed salad.</p>
Resources	videos, internet sites, software, human to support instruction					
Formative Assessments	Students working on their own salads					
Summative Assessments	Students will be graded on individual salad presentations.					
Strategies for ELL and IEP Support	What tools, strategies, and resources will be used to provide accommodations and modifications to support students?					

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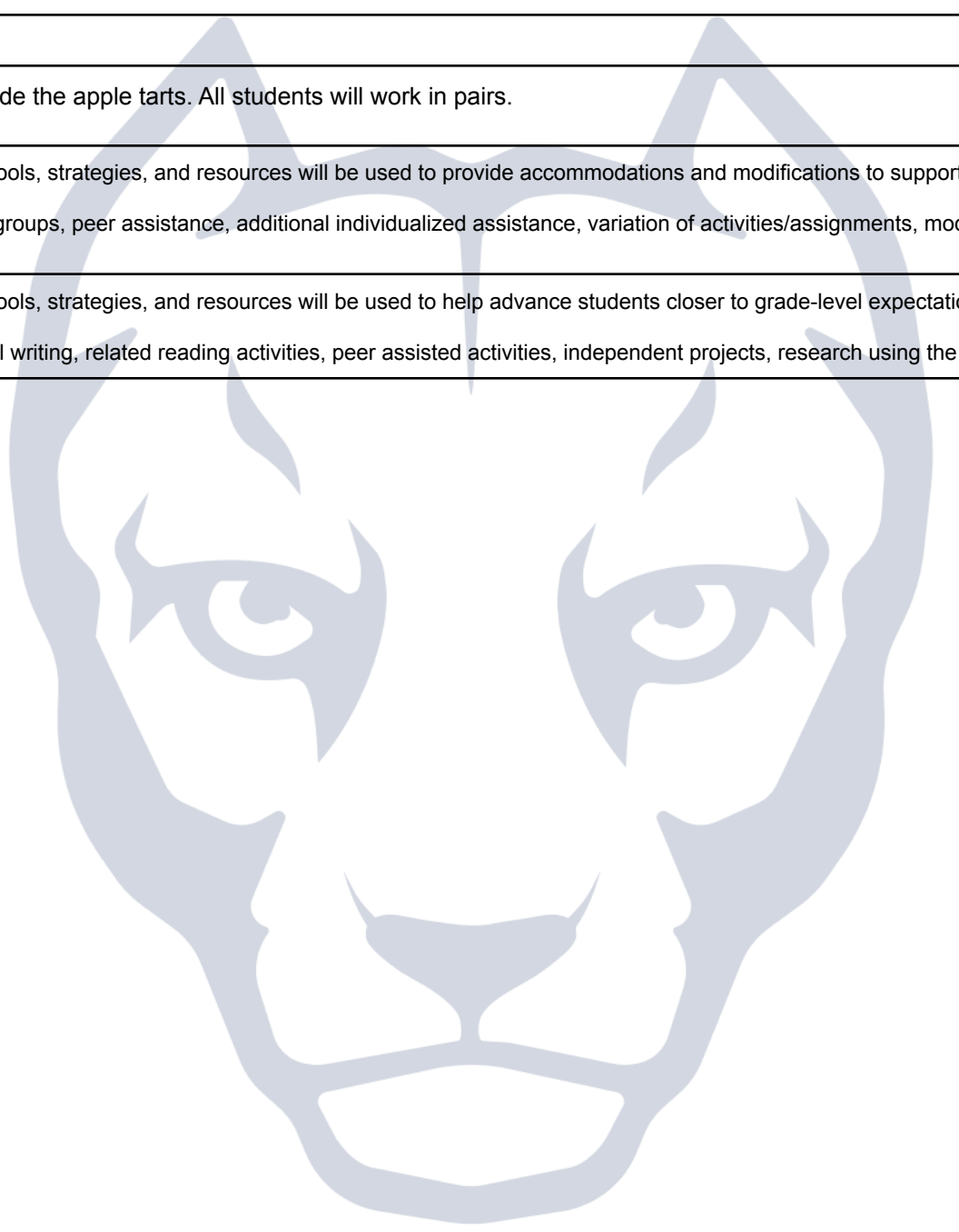


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Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

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

Assessments	
Summative Assessments	Use rubric to grade the apple tarts. All students will work in pairs.
Strategies for ELL and IEP Support	<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>
Acceleration Strategies	<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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 12: Nutrition in Culinary Arts
Concepts	Explain the basic nutrition for Culinary Arts using myPlate.com
Big Ideas	Good nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.
Essential Understandings	<ul style="list-style-type: none"> • How do we judge the reliability of food and nutrition information? • What is a sustainable eating habit? • What type of health issues might affect meal planning over the lifespan? • Why is planning meals important? • How do cooking methods influence the nutritional value of foods? • How do meals need to be adapted or planned to meet the specific needs of family members? • How do we interpret nutritional labeling?
Competencies	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.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10-15 days)	8th <ul style="list-style-type: none"> • Vocabulary • Write a balanced meal 	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"> • Vocabulary • Write a balanced B, L, D 	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"> • Vocabulary • Write a balanced B, L, D 	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"> • Vocabulary 	Show a video to warm up, then a powerpoint on the different areas of				Chemical reaction, Vitamins, nutrients,

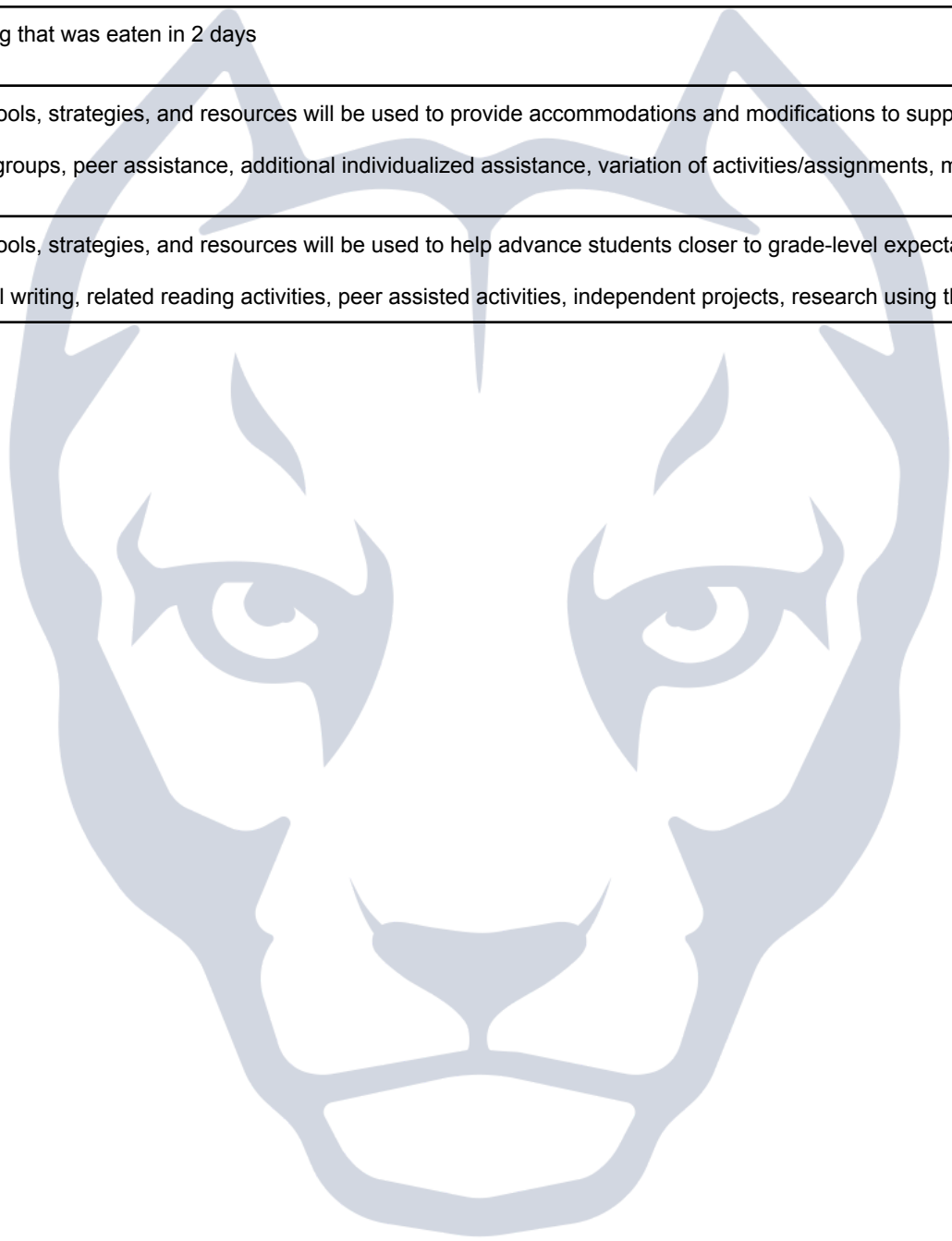
	<ul style="list-style-type: none"> Prepare the meal for the seniors 	<p>nutrition that affect us daily. Work with the students in preparing a balanced meal.</p>				<p>irradiation, glucose, fiber, amino acid, cholesterol, HDL,</p>
	<p>12th</p> <ul style="list-style-type: none"> Vocabulary Cook a balanced meal using chix 	<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>
Resources	<p>videos, internet sites, powerpoint, human to support instruction(myself)</p>					
Formative Assessments	<p>Handing in the vocabulary and then going over it as a class.</p>					
Summative Assessments	<p>Oral questioning during lesson and a quiz at the end.</p>					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 13: Metabolism and Activity level					
Concepts	This lesson will provide students with information on metabolism and activity level.					
Big Ideas	<ul style="list-style-type: none"> 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. Discuss the health benefits of an active lifestyle. Describe methods for determining a healthy weight. 					
Essential Understandings	<ul style="list-style-type: none"> What is Metabolism? How fast is your metabolism? How does this relate to your body, the amount of fat vs. muscle you possess and how you can continue to improve your health? 					
Competencies	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.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(1 - 2 days)	<ul style="list-style-type: none"> Fill out food diary Create your personalized page on MyPlate.com 	<ul style="list-style-type: none"> 2 short videos on metabolism "Burn, baby, burn" lecture Personalize their own MyPlate profile Handouts on 100 calories 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 				None
Resources	Handouts, videos, human to support instruction					
Formative Assessments	Diary and MyPlate webpage					

Summative Assessments	Highlight everything that was eaten in 2 days
Strategies for ELL and IEP Support	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.
Acceleration Strategies	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.

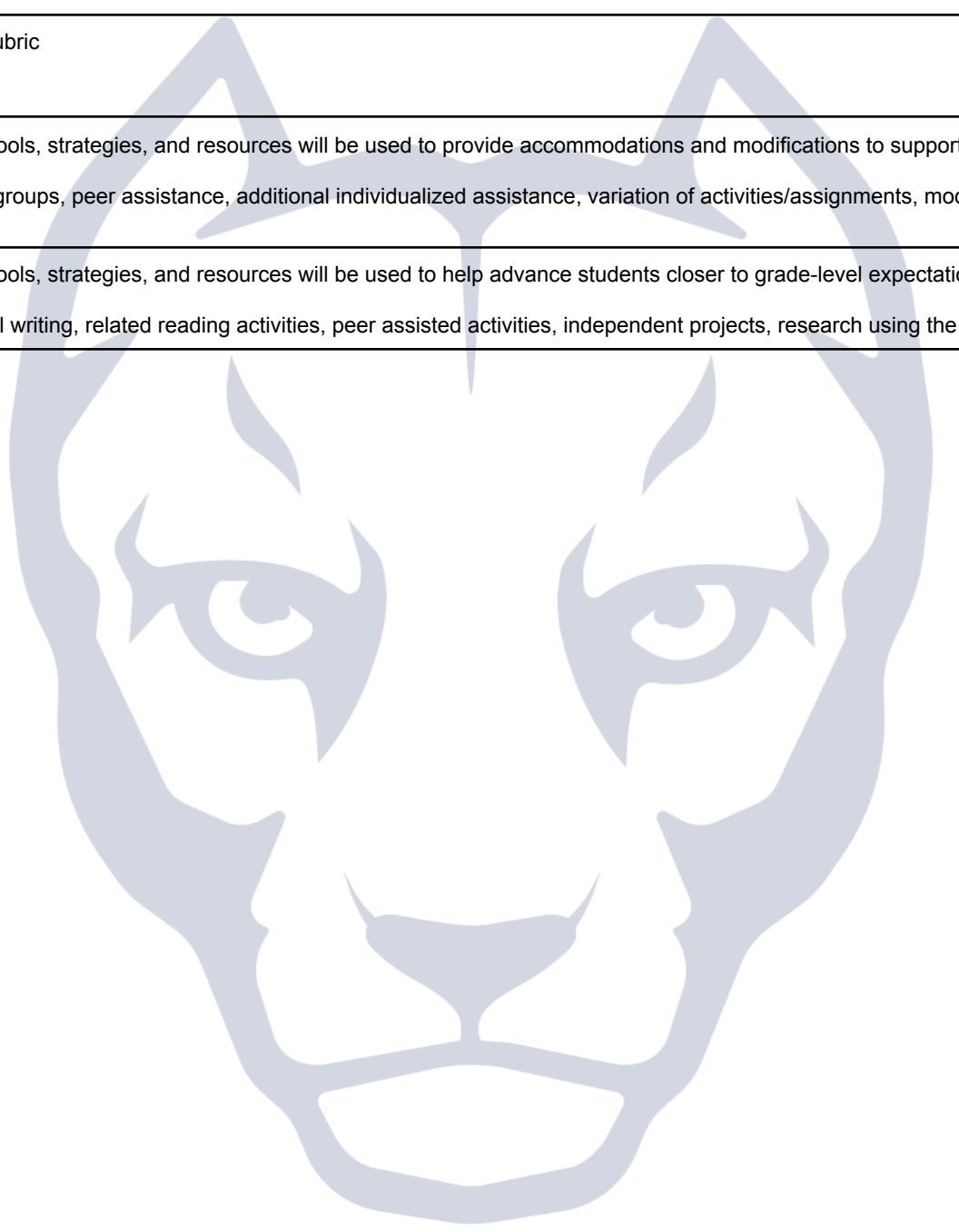


IAA Curriculum

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 14: Breads & Pastries: Caramel Making					
Concepts	Students make caramels to learn the basic principles of candy making.					
Big Ideas	<ul style="list-style-type: none"> Caramels are commonly used in a variety of dessert preparations. This recipe makes a standard, soft and chewy, individually wrapped caramel. During preparation, students are introduced to the usage of a standard candy thermometer as well as the old fashioned water test for candy making. 					
Essential Understandings	<ul style="list-style-type: none"> Is making Caramels safe? What happens if you melt a caramel? Can you fix bitter Caramel? 					
Competencies	Students will make caramel during class time.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(2 days)	<ul style="list-style-type: none"> Learn the different temperatures to make certain candies Make caramel 	<ul style="list-style-type: none"> Video showing the making of caramels Candy temperature chart Teacher demo on making caramel 				Dry caramel, wet caramel, cream-butter caramel, condensed milk caramel, crystallisation, candy thermometer, toffee, dulce de leche, cajeta
Resources	Human to support instruction					
Formative Assessments	Students will make their own caramel after teacher demo					

Summative Assessments	Lab assessment rubric
Strategies for ELL and IEP Support	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.
Acceleration Strategies	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.

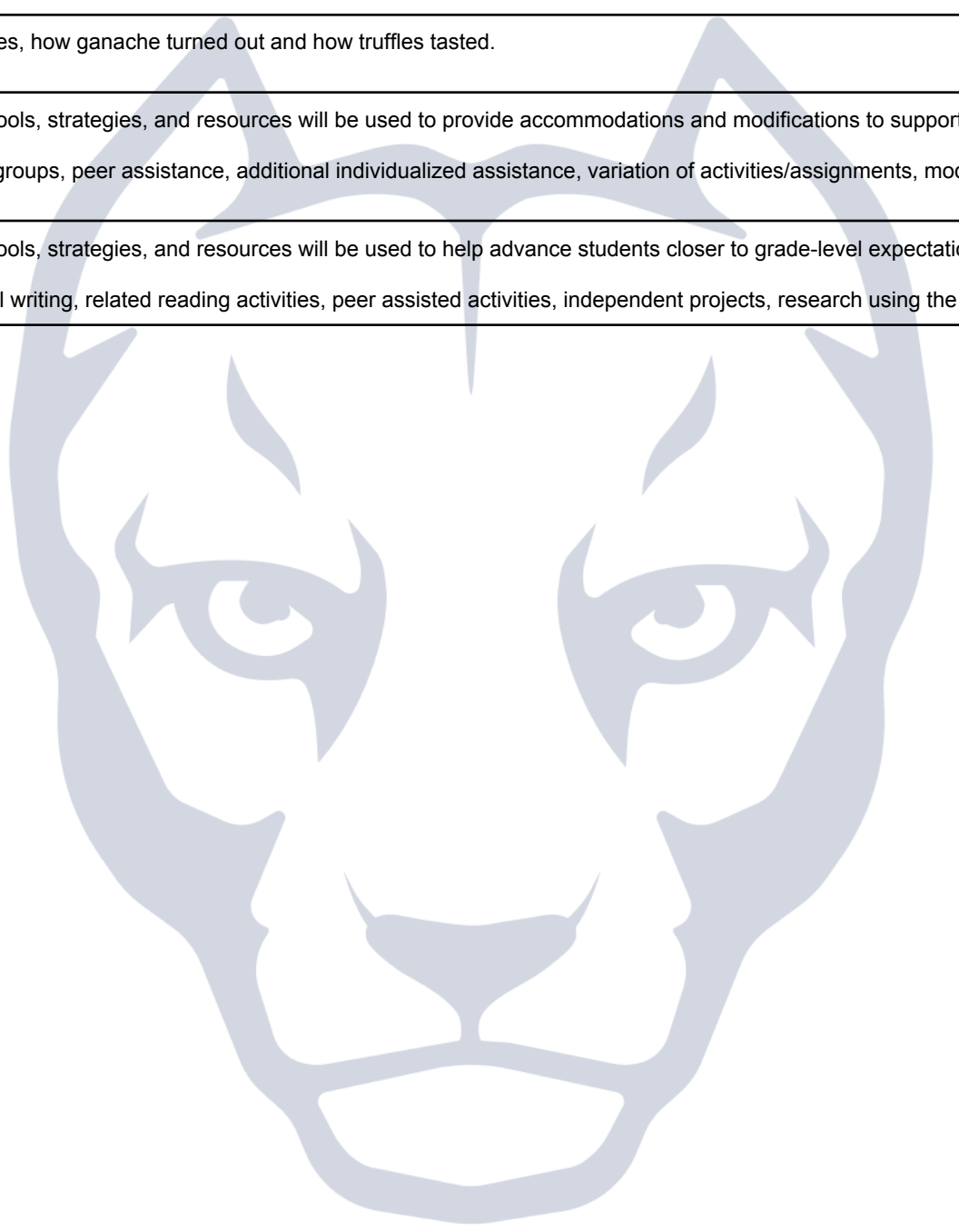


IAA Curriculum

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 15: Ganache					
Concepts	This lesson will be used to introduce students to ganache and its versatility in a bakery or restaurant kitchen. Students will finish the lesson by making a bittersweet chocolate truffle with a basic finish.					
Big Ideas	<ul style="list-style-type: none"> • Students will be able to: define emulsion • Define ganache • Describe factors that can cause ganache to separate and tell how to fix it • Describe a flavor infusing technique • Prepare a ganache to be used for truffles using a Jacques Torres recipe. 					
Essential Understandings	Do not add extra chocolate to the ganache recipe. (That's what my wife did) Chocolate can be manipulated in so many ways. Can you infuse flavors in the ganache? Does ganache taste better using bitter chocolate?					
Competencies	Students will learn the proper way to make ganache and will make their own truffles.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(2 days)	<ul style="list-style-type: none"> • Outline notes • Making their own ganache • Making truffles 	<ul style="list-style-type: none"> • Videos to introduce topic • Powerpoint presentation showing how to make ganache • Alton Brown on making ganache • Truffle recipe 				Ganache, emulsion, temperature, broken ganache, chocolate truffle, infusing
Resources	Videos, software, human to support instruction					
Formative Assessments	Taking guided notes, making ganache and truffles					

Summative Assessments	Checking their notes, how ganache turned out and how truffles tasted.
Strategies for ELL and IEP Support	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.
Acceleration Strategies	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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 16: Introduction to Pie-making					
Concepts (will know)	Students will know the history of pie-making, essential terms, ingredients, equipment, types of pie crust, and various edge finishes.					
Big Ideas	Pie-making in the modern kitchen					
Essential Understandings	What are the essential components of making a pie?					
Competencies (will be able to do)	<p>The students will be able to:</p> <ul style="list-style-type: none"> • make a single crust pie pastry. • make pies with varying ingredients 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	Mini-step students will master	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept?
(12-15 days)	<ul style="list-style-type: none"> • Students will have an understanding of the art of pie-making • The students will learn the history of pies. • The students will learn how to prepare a single crust pie pastry. • The students will learn the ingredients, terms, and equipment used in making pie pastry. 	<ul style="list-style-type: none"> • Introductory video (celebrity video) to showcase pie-making • Pie crust making demo • Pie dough making powerpoint demo • Pie challenge 				Blind baking, butter, shortening, pie dough, pie history, basic pie dough, mealy dough, short flake, gluten, French pastry dough, 4 types of pies: cream, fruit, custard, savory,

	<ul style="list-style-type: none"> The students will learn about different types of pie crust and edge finishes. The students will learn interesting information about pies and pie pastry 					fluted edge, lattice crust, docking
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Pie crust demo, making pie crust dough in class with students, pies powerpoint, fill out pie crust worksheet					
Summative Assessments	At the end of the lesson we have a pie challenge with questions about pie making.					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 17: Standardized Recipes					
Concepts	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.					
Big Ideas	"A Standardized Recipe," which is a recipe that has been tested for consistency of product and yield.					
Essential Understandings	<ul style="list-style-type: none"> ● Consistent amount of food being prepared ● Taste and appearance are the same no matter who's cooking ● Elimination of guesswork ● Consistent nutrient values ● Customer satisfaction ● Increased employee confidence ● Efficient purchasing ● Inventory control ● Reduced bookkeeping 					
Competencies	Understand the difference between standardized and not being standardized. Standardization has been tested.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(3 days)	9 to 11 <ul style="list-style-type: none"> ● Define "standardized recipes." ● State the advantages of 	<ul style="list-style-type: none"> ● Vocabulary ● Eyeballing weights ● Lesson evaluation 				Adjusting, AP, EP, equivalent, fluid ounce, fraction, increase,

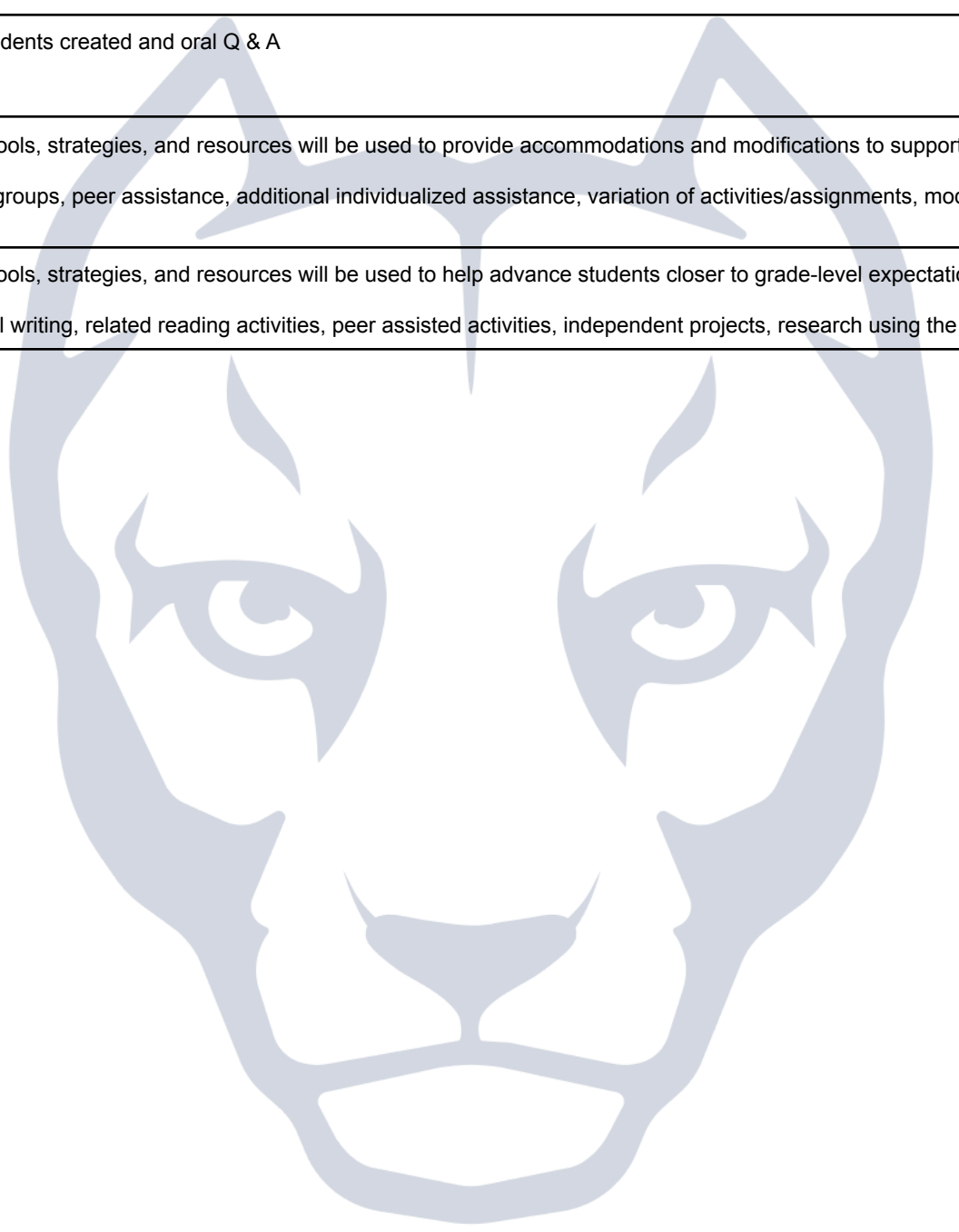
	using a standardized recipe.					ingredients, measure, method, notes, portion, quality, quantity, recipe, reduce, standardized, standardized recipe, substitute, utensils, weigh, yield.
Resources	videos, internet sites, software, human to support instruction					
Formative Assessments	Vocabulary, lesson evaluation handout,					
Summative Assessments	Measurement test and short essay.					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 18: Menu Planning					
Concepts	Students will learn about the factors to consider when creating and planning a menu.					
Big Ideas	<ul style="list-style-type: none"> Students will explore the different principles and factors that need to be taken into account when planning a menu. Menus should be clear, accurate, easy to read and descriptive Menus should also have variety, balance, truthfulness, nutrition, & flexibility 					
Essential Understandings	<ul style="list-style-type: none"> Why would the availability of products affect planning a menu? What were some of the important factors the chef brought up about what to consider when creating a menu? What are some other areas That you can think of that would be important when planning a menu? 					
Competencies	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.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(2-3 days)	<ul style="list-style-type: none"> Create a menu w/variety, balance, truthfulness, nutrition and flexibility 	<ul style="list-style-type: none"> Video on “tips for creating a restaurant menu” Powerpoint presentation on “Truth-in-menu guidelines” 				Balanced diet, ingredients, interests, menu, food preference, recipe, a la carte, appetizers, soups, salads, seafood, meat & poultry, desserts
Resources	videos, internet sites, software, human to support instruction					
Formative Assessments	Menus done by students following the “truth-in-menu guidelines”					

Summative Assessments	The menus the students created and oral Q & A
Strategies for ELL and IEP Support	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.
Acceleration Strategies	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.

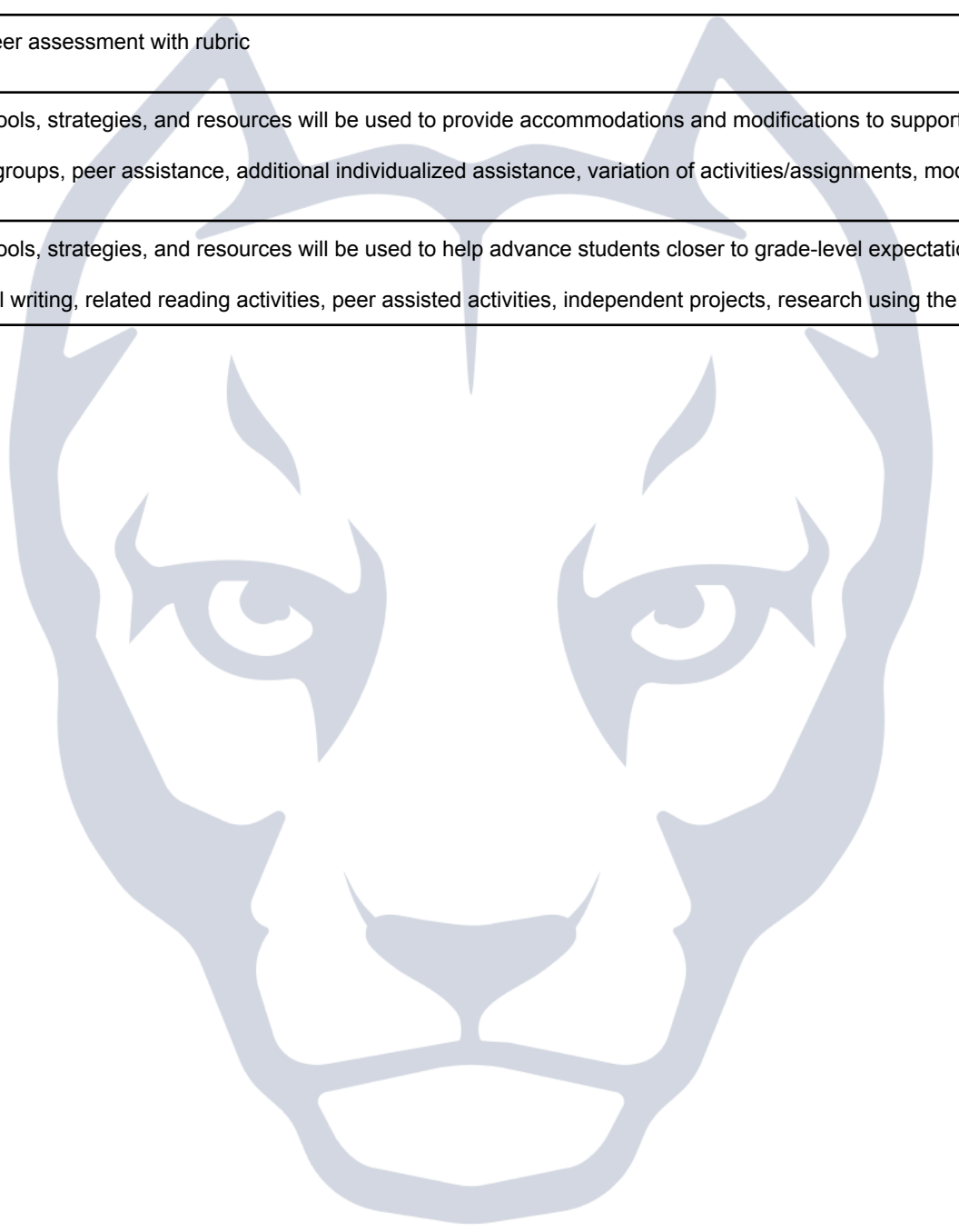


IAA Curriculum

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 19: Menu Pricing					
Concepts	Students will be able to identify the influences that affect menu prices and various menu pricing methods.					
Big Ideas	<ul style="list-style-type: none"> • Labor • Competition • Customers • Atmosphere • Location 					
Essential Understandings	<ul style="list-style-type: none"> • How do you determine the price of a menu item? • What factors are involved in the pricing? 					
Competencies	Students will learn different ways to cost out a menu. There are 6 ways to cost out the menu items. Factor, markup-on-cost, contribution, average check, competitor's pricing & psychological pricing.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(2 days)	<ul style="list-style-type: none"> • Worksheet on the 6 ways to cost out a menu • Math menu problems created by students 	<ul style="list-style-type: none"> • Powerpoint presentation on the 6 ways to price a menu • worksheet 				Factor, mark-up cost, contribution, average check, competitor's pricing, psychological pricing
Resources	videos, internet sites, human to support instruction					
Formative Assessments	Working in groups to create the worksheet					

Summative Assessments	Students will be peer assessment with rubric
Strategies for ELL and IEP Support	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.
Acceleration Strategies	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.

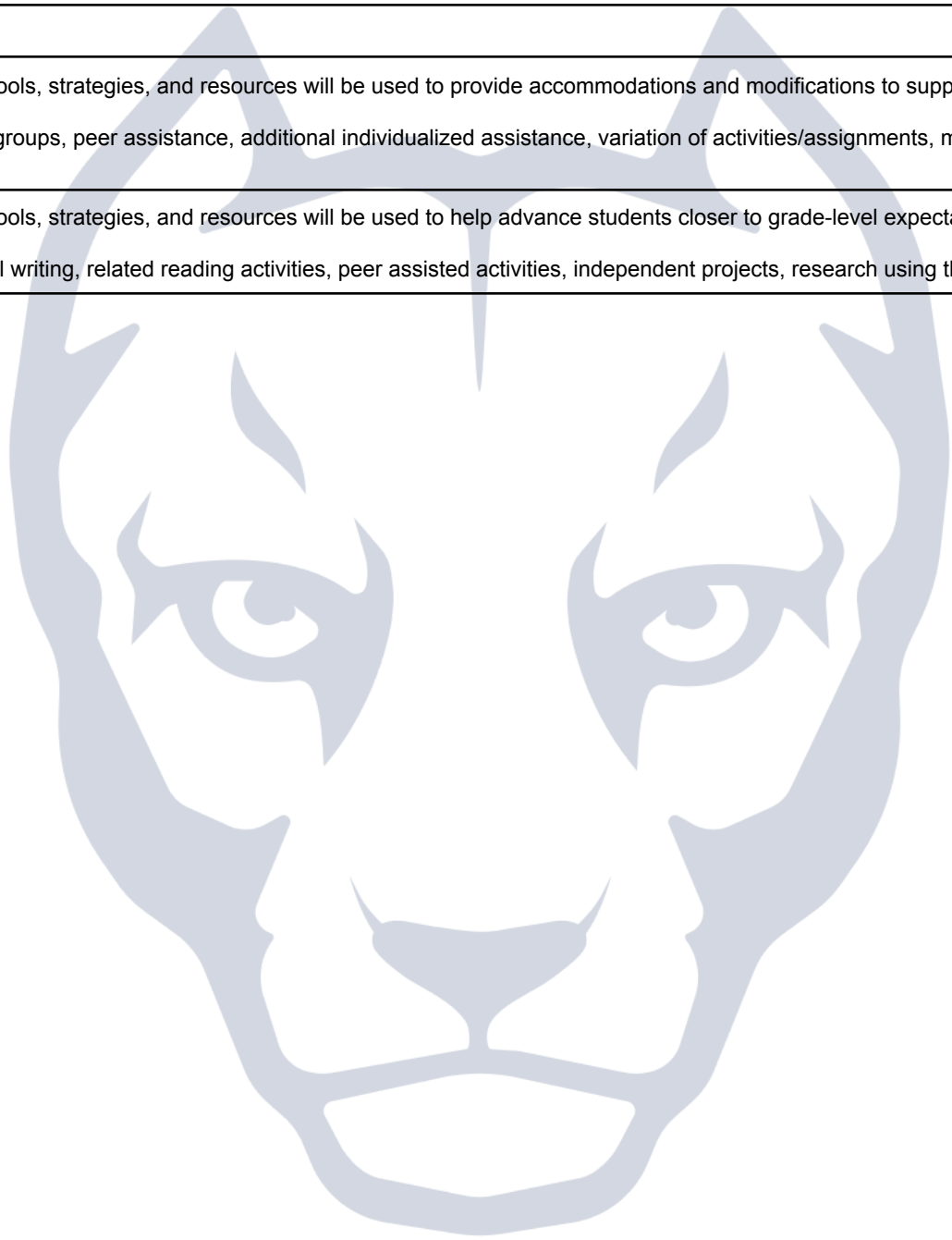


IAA Curriculum

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 20: Calculating Calories					
Concepts	This lesson is designed to show the relationship between the amount of food we eat using gram to calorie calculations and the amount of energy expended to maintain a healthy weight.					
Big Ideas	<ul style="list-style-type: none"> • Explain the meaning of a calorie and its relation to food • Discuss the role of metabolism in the body. • Calculate grams of fat, protein and carbohydrates into calories. 					
Essential Understandings	<ul style="list-style-type: none"> • Is all food the same when it comes to providing the body with nutrients & energy? • Good or bad calories, what's the difference? 					
Competencies	Evaluate the validity of nutritional claims from various sources. Identify ways to obtain a healthy diet on a limited budget. Stop eating in front of the TV					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(1 -2 days)	<ul style="list-style-type: none"> • Guided worksheet • 5 question review 	<ul style="list-style-type: none"> • Guided worksheet • Lecture on the good and bad calories • What's in your burger? Not all calories are the same • 				None
Resources	videos, internet sites, software, human to support instruction					
Formative Assessments	Guided practice working on handout to calculate grams to calories					
Summative	Calculating calories quiz					

Assessments	
Strategies for ELL and IEP Support	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.
Acceleration Strategies	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.

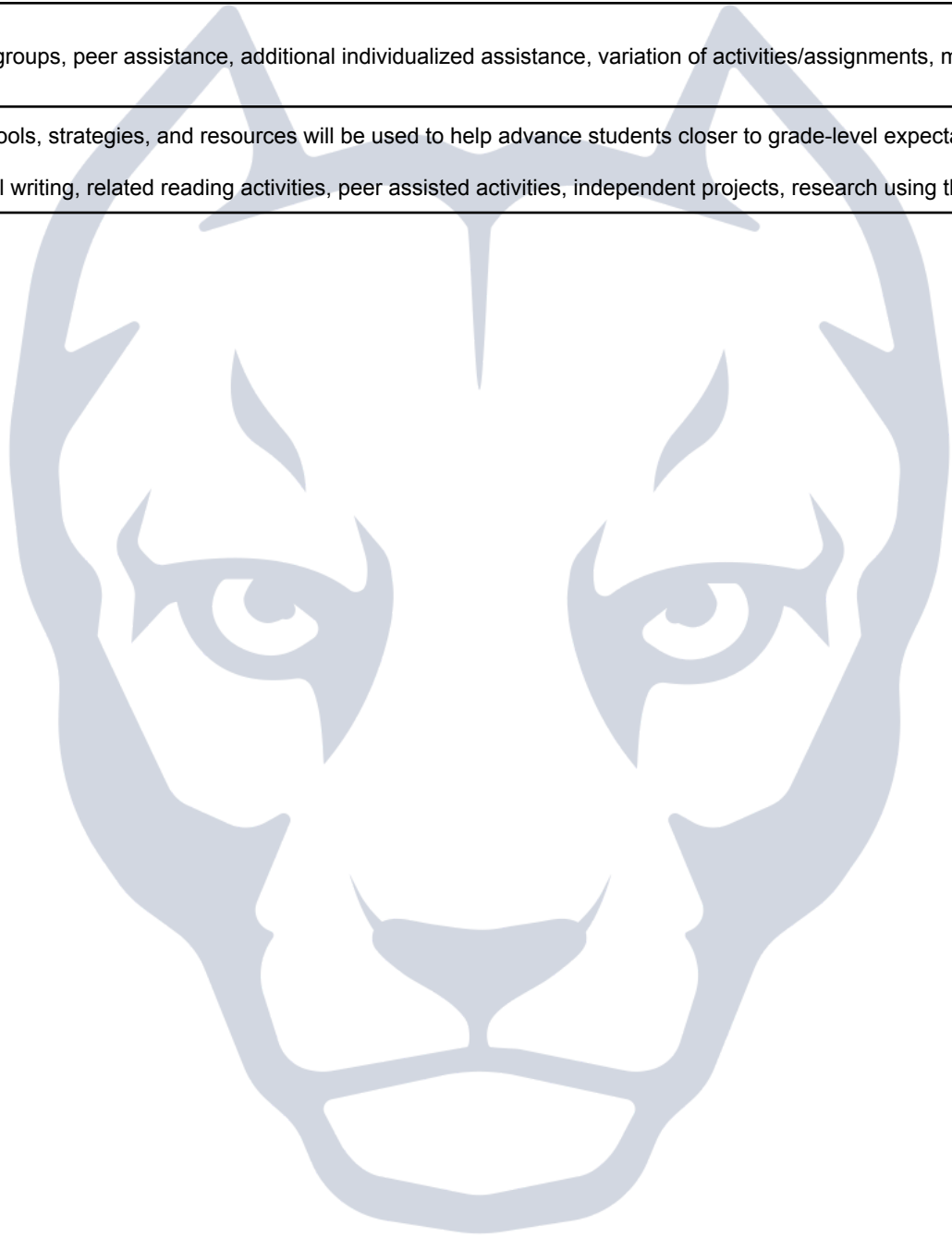


IAA Curriculum

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 21: Improve a recipe project					
Concepts	Students will begin to learn how to analyze existing recipes and substitute ingredients as well as modify cooking methods in order to make the original recipe healthier. Chocolate chip cookie recipe from good to better.					
Big Ideas	<ul style="list-style-type: none"> Students will be introduced to the idea that existing recipes can be modified so that the recipes provide better nutrition. Students will be able to recognize the basic components of a recipe and observe a cooking demonstration. 					
Essential Understandings	<ul style="list-style-type: none"> Did the changes in the recipe change the flavor all that much? Did it improve the nutritional value of the cookie? 					
Competencies	Changes to the recipe have been made to change the nutrition for the better. Replacing the flour, egg with egg white, half the butter with applesauce, reducing sugar and salt.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(2 days)	<ul style="list-style-type: none"> Students will replace the ingredients to make healthier cookie 	<ul style="list-style-type: none"> Improve recipe project Handouts of cookie recipe w/substitute ingredients 				None
Resources	videos, , software, human to support instruction					
Formative Assessments	Individual project to replace ingredients for better health					
Summative Assessments	Student reflections and recipe improvements					
Strategies for ELL and IEP	What tools, strategies, and resources will be used to provide accommodations and modifications to support students?					

Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 22: Sandwiches, Cold pantry and Appetizers					
Concepts	Hot and cold sandwiches are an excellent example of a production line and uniform product presentation. Cold pantry and appetizers allow students to successfully build on skills from prior units.					
Big Ideas	Application of plating, garnishing, safety and sanitation for ready to eat foods is an emphasis. This unit is a great way to infuse culinary traditions and trends.					
Essential Understandings	Which do you prefer, from appetizers to deviled eggs to sandwiches?					
Competencies	Able to make their own basic sandwiches & deviled eggs.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	12th <ul style="list-style-type: none"> Students will be able to define different vocabulary related to appetizers. Students will be able to create an example of an appetizer table using a theme and presentation guidelines. Students will work in groups to produce sample appetizer tables. Students will present their appetizer tables in 	<ul style="list-style-type: none"> Jamie Oliver video to present topic Students making their own sandwiches after lesson Making deviled eggs 				Garde manger, KBS, garnish, quenelle, tourne, kale, radicchio, croûtons, single food hors d'œuvres, canapé, liner, crudités, antipasto, pullman, focaccia, phyllo, crepes, pesto.

	<p>front of the class.</p> <ul style="list-style-type: none"> • Students will be able to create and produce an edible deviled egg. • Students will use proper safety and sanitation standards when producing their product. • Students will be able to identify the 4 main components of a sandwich. • Students will be able to create a sandwich using all 4 components. • Students will use proper safety and sanitation standards when creating their sandwiches. • Students will be able to present their sandwiches using correct portioning and presentation skills. • Students will be able to successfully work in a team and produce a quality sandwich. • 					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	What evidence (product and/or performance) will be collected to establish that content and skills are being learned? Quizzes, Class Participation, Exit Tickets					
Summative Assessments	What evidence (produce and/or performance) will be collected to determine that content and skills have been learned? Tests, Projects, Performance Tasks					
Strategies for ELL and IEP Support	<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>					

Acceleration Strategies	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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 23: Italian Cuisine & Chicken Parmesan					
Concepts	Italian cuisine has influenced food culture around the world and is viewed as a form of art by many. Wine, cheese and pasta are important parts of Italian meals. The project will introduce students to Italian cuisine as we know it and prepare them to make a classic Italian dinner meal: Chicken Parmesan, salad and Italian dressing.					
Big Ideas	<ul style="list-style-type: none"> • Students first need to learn the importance of knowing measurements and the difference between liquid, dry, and solid ingredients. • Italian cuisine has influenced food culture around the world and is viewed as a form of art by many. Wine, cheese and pasta are important parts of Italian meals. The lesson will introduce students to Italian cuisine as we know it. Mama Mia! That's a spicy meatball!! • Students will learn how to create chicken Parmesan from a scratch-made recipe. The taste...delizioso! • Students will be learning today the importance of a good Italian dressing for a salad, "a la" italiana. The Italians believe in using very little vinegar, the 'right' amount of salt (not too much, not too little) and a generous amount of oil. And fresh torn lettuce--a must! 					
Essential Understandings	<ul style="list-style-type: none"> • What are 10 facts about Italian cuisine? • Can I begin a relationship with Italian cuisine? • What makes Chicken Parmesan such a gooey, juicy, warm, salty plate of Italian delight? • Is it the pasta, the Manzano tomatoes to create the sauce, or is it the cheese? • What is the relationship between food and culture? • What role does food play in Italian culture, and what factors affect the food they eat? • Can you make an Italian salad and dressing? • Can you describe the taste of an Italian dressing and salad • 					
Competencies	<ul style="list-style-type: none"> • SWBAT repeat 10 facts about Italian cuisine • SWBAT take a review safety quiz to keep up their practices • SWBAT begin a relationship with Italian cuisine. • SWBAT explain the relationship between food and culture. • SWBAT explain the role food plays in Italian culture, and what factors affect the food they eat. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible	Vocabulary

					Content	
(4 days)	Day 1- <ul style="list-style-type: none"> • Perform measurement tasks • Practice how to measure practical ingredients • Read and memorize abbreviations that will be used in many recipes 	Day 1- <ul style="list-style-type: none"> • How much do 4 sticks of butter weigh? (1 pound) What are the following abbreviations for? <ul style="list-style-type: none"> • pt (pint) • lb (pound) • hr (hour) • G (gallon) And finally, can you fill in the blanks? <ul style="list-style-type: none"> • One gallon = _ quarts (4) • One quart = _ pints (2) • One pint = _ cups (2) • One cup = _ fluid ounces (8) 				Al dente, cacciatore, parmigiano, antipasti, casalinga, peperone, ceci, arancini, ribollita, panzanella, bianca, buffalo mozzarella, manzano tomatoes, pasta, Chef Boyardee, Salmonella,
	Day 2- <ul style="list-style-type: none"> • Learn 10 facts about Italian Cuisine • Italian dish research • 	Day 2- <ul style="list-style-type: none"> • Lecture on the 10 Italian facts • Video on making chicken parmesan • 				
	Day 3- <ul style="list-style-type: none"> • Have to pass a safety quiz to make the chicken parm • Salmonella & chicken • Working in groups, students make the chicken parmesan • Students will taste other students chicken parm 	Day 3- <ul style="list-style-type: none"> • Prepare all the ingredients to make the chicken parm • Observe students making the chicken parm 				
	Day 4- <ul style="list-style-type: none"> • Name the leaf powerpoint 	Day 4- <ul style="list-style-type: none"> • Teacher demos how to make 				

	<ul style="list-style-type: none"> In groups, prepare the salad- tear not cut lettuce Dress the salad 	<ul style="list-style-type: none"> the dressing Salad comes together Teacher shows how to dress salad 				
Resources	videos, internet sites, human to support instruction					
Formative Assessments	Practice with weights & measures, doing research on Italian cuisine, making the chicken parm and reviewing safety measures, naming the lettuce and making the dressing					
Summative Assessments	Day 1- Measurement homework Day 2- Italian Cuisine short quiz Day 3- Rubric on final product of each group Day 4- Quality, Appearance and Taste Rubric					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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>					

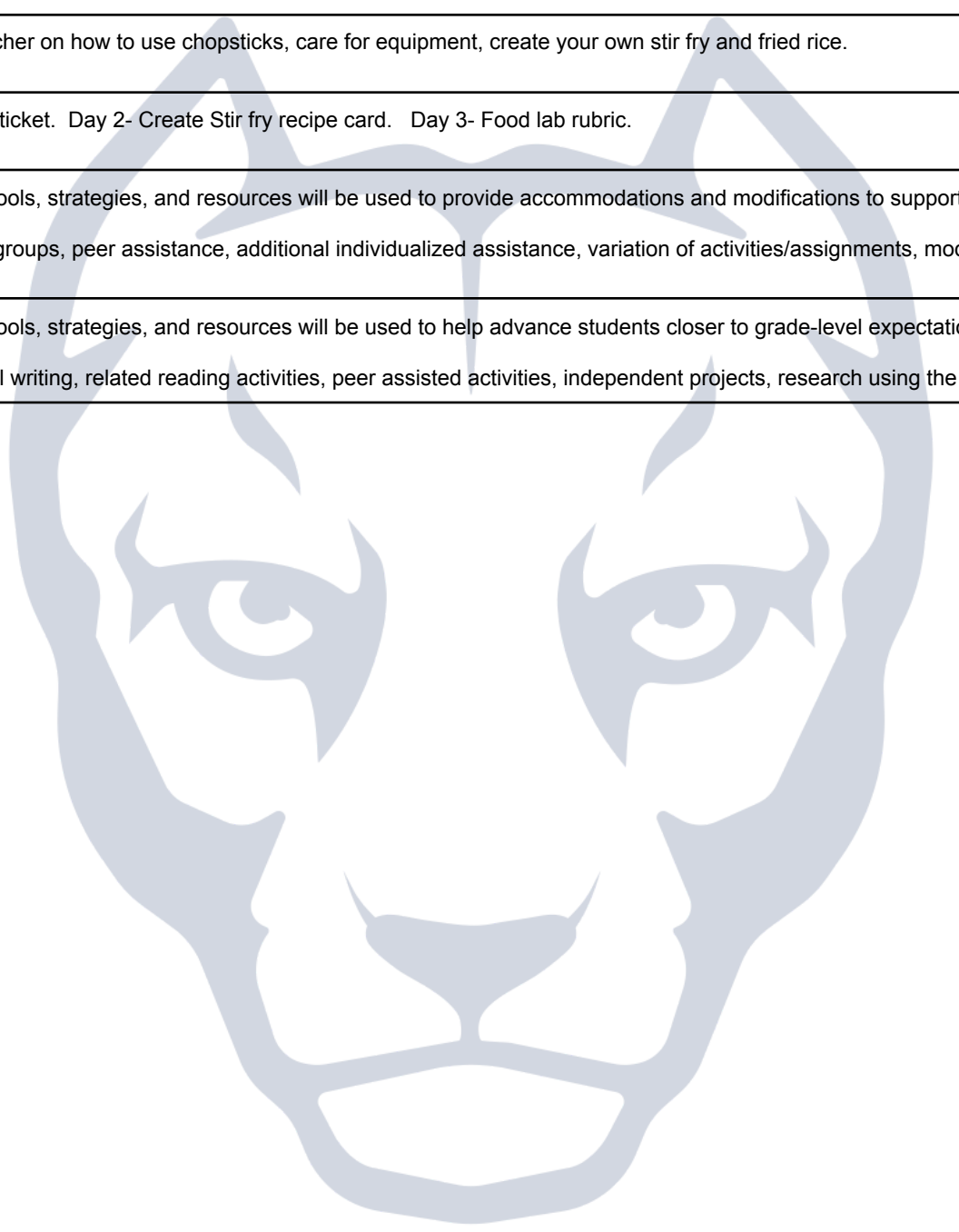
IAA Curriculum

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 24: How to Stir-Fry
Concepts	<ul style="list-style-type: none"> • This lesson teaches students how to identify the tools and equipment used when stir-frying. They will demonstrate how to care for and clean a wok. • Students will learn the five components that make up a stir-fry dish and practice writing their own stir-fry recipe. • Students will practice their knife skills and stir-frying techniques, after a teacher-led demonstration, by making a stir-fry dish (beef chow mein). • Students will be in charge of creating a fried rice stir-fry dish. They are able to plan and pick their vegetables, sauce, protein, and aromatics to flavor their dish.
Big Ideas	<ul style="list-style-type: none"> • Hold chopsticks using the proper technique. • Identify common tools used for stir-frying. • Demonstrate how to care for and wash woks. • Identify the five components of a stir-fry dish. • Create a recipe for a stir-fry dish. • Create a stir-fry dish (beef chow mein). • Clean and dry tools and equipment properly , including their wok. • Create a fried-rice dish, using various ingredients available to them.
Essential Understandings	<ul style="list-style-type: none"> • Is mise en place an important component to stir frying? • How do I season a wok • Can I clean the wok with a brillo pad? • Can I use Olive oil ? • What type of oil is used in Beef chow mein? • What type of aromatics are used in chow mein? • What type of vegetables are used in chow mein? • What's the protein in Beef chow mein? • Can I use General Tso sauce for chow mein? • What components make up a stir fry dish? • What's the protein in Egg fried rice?

Competencies	<ul style="list-style-type: none"> • Students will know what the stir frying equipment is • Students will know how to care for a wok • Students will know how to use chopsticks • Students will know the 5 components in making a stir fry • Students will learn how to make fried rice • Students will learn how to make Chow mein 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(5 days)	Day 1- <ul style="list-style-type: none"> • How to use chopsticks • Learn about Tools used to stir fry • Care of equipment 	Day 1- <ul style="list-style-type: none"> • Powerpoint on stir frying • Teacher demo on how to use chopsticks • Guided notes with the powerpoint • 2 stir fry videos • How to care for the equipment 				Chopsticks, wok, wok ring, chef's knife, metal spatula, stir fry ladle, spider strainer, mise en place, aromatica, oyster sauce, hoisin sauce, protein
	Day 2- <ul style="list-style-type: none"> • Learn about the 5 components that make up a stir fry • Create a powerpoint on stir frying their own creation • A rubric will tell if they are on track 	Day 2- <ul style="list-style-type: none"> • Q & A on stir frying • Guided practice with beef chow mein • Rubric for checking to see if students used the 5 components • Students create a recipe card 				
	Day 3- <ul style="list-style-type: none"> • Create a fried rice dish • Working in groups, write a plan where the students will need to fill out job responsibilities • a section for the ingredients they will be using • a section to write the directions for a fried-rice stir-fry dish they want to make. 	Day 3- <ul style="list-style-type: none"> • Food lab rubric • Time/ work plan 				
Resources	Videos, powerpoints, teacher instruction					

Formative Assessments	Guided by the teacher on how to use chopsticks, care for equipment, create your own stir fry and fried rice.
Summative Assessments	Day 1- Stir fry exit ticket. Day 2- Create Stir fry recipe card. Day 3- Food lab rubric.
Strategies for ELL and IEP Support	<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>
Acceleration Strategies	<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

Content Area	Culinary Arts	Grade	9-12
Course Name	Culinary Arts Major Level IV		

Unit	Unit 25: Meats, Poultry, Fish & Shellfish
Concepts	<p>Students will understand and identify beef, veal, pork and lamb wholesale and retail cuts. Students will correctly identify and demonstrate proper cooking techniques with appropriate meat cuts. Proper safety and sanitation, nutrition awareness, plating and storage should be exhibited by the <u>students</u>.</p> <hr/> <p>Each student will get their own whole chicken so that everyone can participate in correctly butchering their chicken. Once completed, chicken parts need to be laid out on a wiped down cutting board so that the teacher can take a picture for the student's portfolio. <u>Poultry and fowl product types, uses, correct cooking techniques, safety and sanitation will be understood and demonstrated by students</u> This lesson teaches basic product knowledge to prepare the students for cooking procedures that will follow. Students will be introduced to the structure and composition of fin fish. The various market forms, and varieties and characteristics of fin fish.</p>
Big Ideas	<p><u>Meats</u></p> <ul style="list-style-type: none"> ● This is an introductory lesson about the beef primal cuts. The student will learn the carcass location of each primal and how its location affects taste, tenderness and cooking methods. <p><u>Poultry</u></p> <ul style="list-style-type: none"> ● Each student will get their own whole chicken so that everyone can participate in correctly butchering their chicken. ● Once completed, chicken parts need to be laid out on a wiped down cutting board so that the teacher can take a picture for the student's portfolio. <p><u>Fish & shellfish</u></p> <ul style="list-style-type: none"> ● Determine doneness of fish. ● Identify basic market forms of fish, recognize common varieties of fish in food service. ● Understand proper storage techniques for fresh fish. ● Determine best quality characteristics of fresh fish.
Essential Understandings	<p><u>Meats</u></p> <ul style="list-style-type: none"> ● How is ground beef processed? ● Why is beef so important?

	<ul style="list-style-type: none"> • What is good about beef? • What is the importance of the different beef cuts? • What is the highest quality grade of beef? • What are the 4 primal cuts of beef? <p><u>Poultry</u></p> <ul style="list-style-type: none"> • What are the different types of fowl? • What are ratites? • How much poultry does each person in the United States eat? Of those 64 pounds, about 83% is chicken. The other 17% is turkey. • Is chicken an excellent source of complete protein and contains no carbohydrates? • Is Chicken liver a good source of vitamin A and B vitamins? <p><u>Fish & Shellfish</u></p> <ul style="list-style-type: none"> • What are the characteristics of fish and shellfish? • What is the difference between fish and shellfish? • How do you identify and classify fish and shellfish? • Why is it important to follow the steps in different methods of preparing fish and shellfish? 					
Competencies	<p><u>Meats</u></p> <ul style="list-style-type: none"> • Students will learn about primal cuts • Students will learn about different meats location on the carcass • Students will understand how ground beef is processed • Students will learn about retail cuts of beef <p><u>Poultry</u></p> <ul style="list-style-type: none"> • Students will be able to cut-up a chicken in class and show the teacher. Also, know all the parts that were cut. <p><u>Fish & Shellfish</u></p> <ul style="list-style-type: none"> • Determine doneness of fish. • Identify basic market forms of fish, recognize common varieties of fish in food service. • Understand proper storage techniques for fresh fish. • Determine best quality characteristics of fresh fish. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	<p><u>Meats</u></p> <ul style="list-style-type: none"> • Students will be able to interpret labels on commercially produced ground beef. 	<p><u>Meats</u></p> <ul style="list-style-type: none"> • Beef powerpoint • Student note taking guide • Roast beef worksheet • Ground beef activity worksheet • Beef case study 				<p><u>Meats</u> Bovine, cow, heifer, bull, steer, castration, purebred, crossbred, breed, stocker, calf, primal cuts,</p>

	<ul style="list-style-type: none"> • Students will understand how ground beef is processed. • Students will understand the importance of correct food safety and sanitation procedures when using ground beef products. • Students will have the tools to make informed decisions when choosing ground beef. • Students will be able to identify wholesale and give examples of retail cuts related to each wholesale area. • Students will be able to figure AP and EP cost per person. • Students will be able to plan, implement and evaluate a lab based on a standardized recipe for beef and a rubric. • Students will be able to utilize presented materials and apply to safety and sanitation to achieve a 70% or better on the quiz or white board assessment. • <u>Poultry</u> • Learning how to correctly break down a chicken while maintaining a safe and clean work space; preventing cross contamination and cleaning/sanitizing the 	<ul style="list-style-type: none"> • Guided beef notes • Make some beef stroganoff • <u>Poultry</u> • Dan Aykroyd as Julia Child Butchering a Chicken • –Video of Gordon Ramsey butchering a chicken • –Demonstrate butchering the chicken • – Set up safe and sanitary work station • – Sharpen Knives • – Butchering Chickens • – Wrapping and Labeling Chicken Pieces • – Sanitizing Cutting Board, Knives and Co • <u>Fish & Shellfish</u> • Terms used in fish basics handout • Draw a picture of your idea of a fish • Anadromous fish life cycle worksheet • “In the beginning”, reading material • Fish basics resource material • Fish story activity • Quality characteristics of fish • Market forms of fish worksheet 				<p>subprimal cuts, fabricated cuts, marbling, butcher, dry aging, prime, choice, select</p> <p><u>Poultry</u> Hen, bantam, capon, cockerel, drake, poult, tom, straight run chick, pullet, green geese, candling, molting, debeaking, comb, poultry, giblets, market form, RTC, trussing, cavity</p> <p><u>Fish & Shellfish</u> Perishable, opaque, anadromous fish, freezer burn, drip loss, vacuum packed, aqua culture, bouillabaisse, cioppino, creole, crustacean, ciguatera, en papillote, etouffee, flatfish, freshwater fish, fumet, paella, round fish, remoulade, salt water fish, bisque, roe, mollusks</p>
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	<p>cutting boards and workstations when finished.</p> <p><u>Fish & Shellfish</u></p> <ul style="list-style-type: none"> Determine doneness of fish. Identify basic market forms of fish, recognize common varieties of fish in food service. Understand proper storage techniques for fresh fish. Determine best quality characteristics of fresh fish. 					
Resources	videos, internet sites, software, human to support instruction					
Formative Assessments	Variety of worksheets.					
Summative Assessments	Written test after all is done.					
Strategies for ELL and IEP Support	<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>					
Acceleration Strategies	<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>					