

IAA Curriculum

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

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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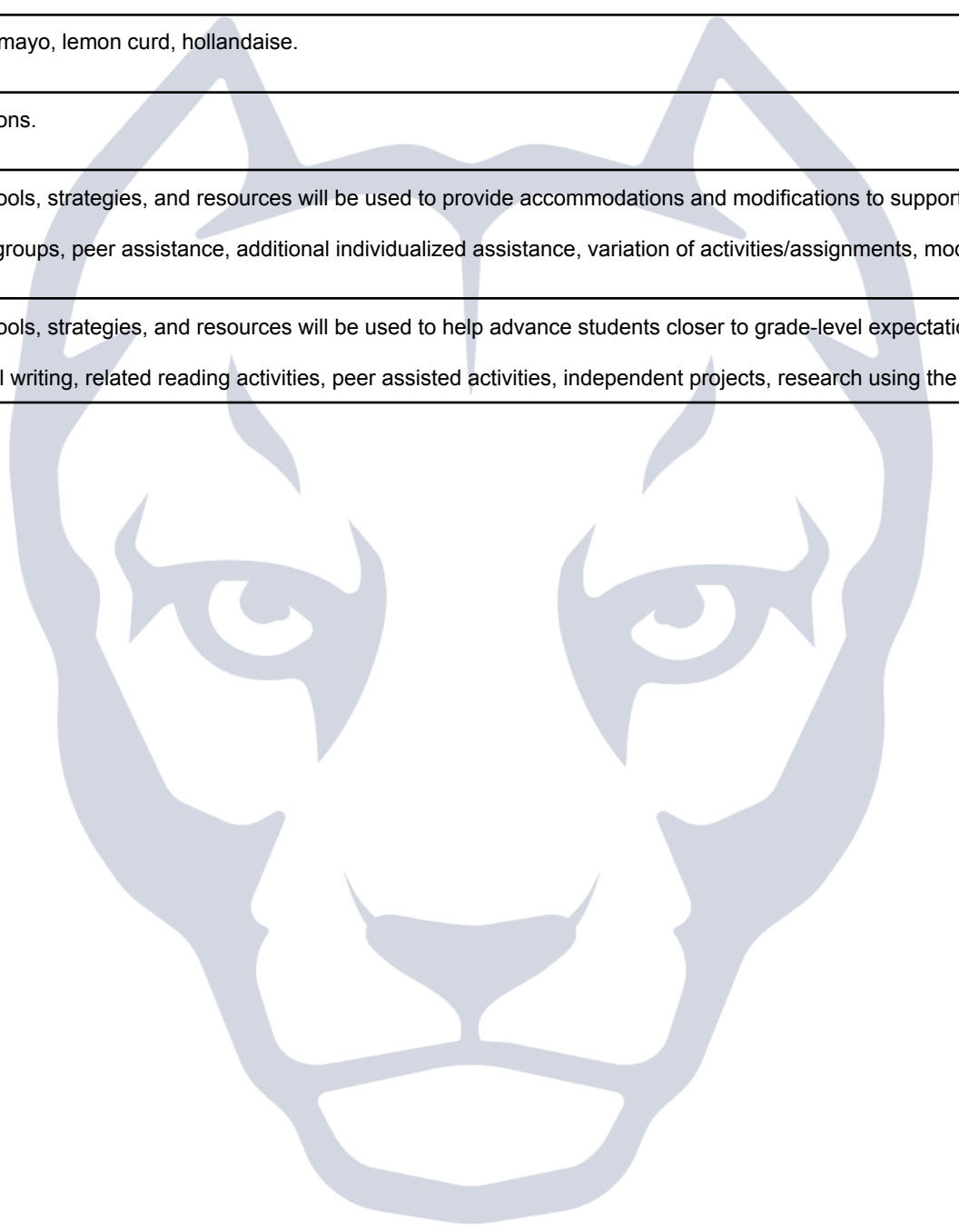
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Unit	Unit 4: Eggs, Dairy & Short Order					
Concepts	Students will understand egg and dairy products, the uses, nutrition, correct cooking, use and storage techniques. Students will demonstrate and practice short order cooking techniques.					
Big 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	<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 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 O157: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 6: 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 	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

	<ul style="list-style-type: none"> Day 7 - work on project Day 8 - Present project, written assessment. 					fire extinguishers.
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 7: 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." 	<ul style="list-style-type: none"> ● Vocabulary ● Eyeballing weights ● Lesson evaluation 				Adjusting, AP, EP, equivalent, fluid ounce, fraction,

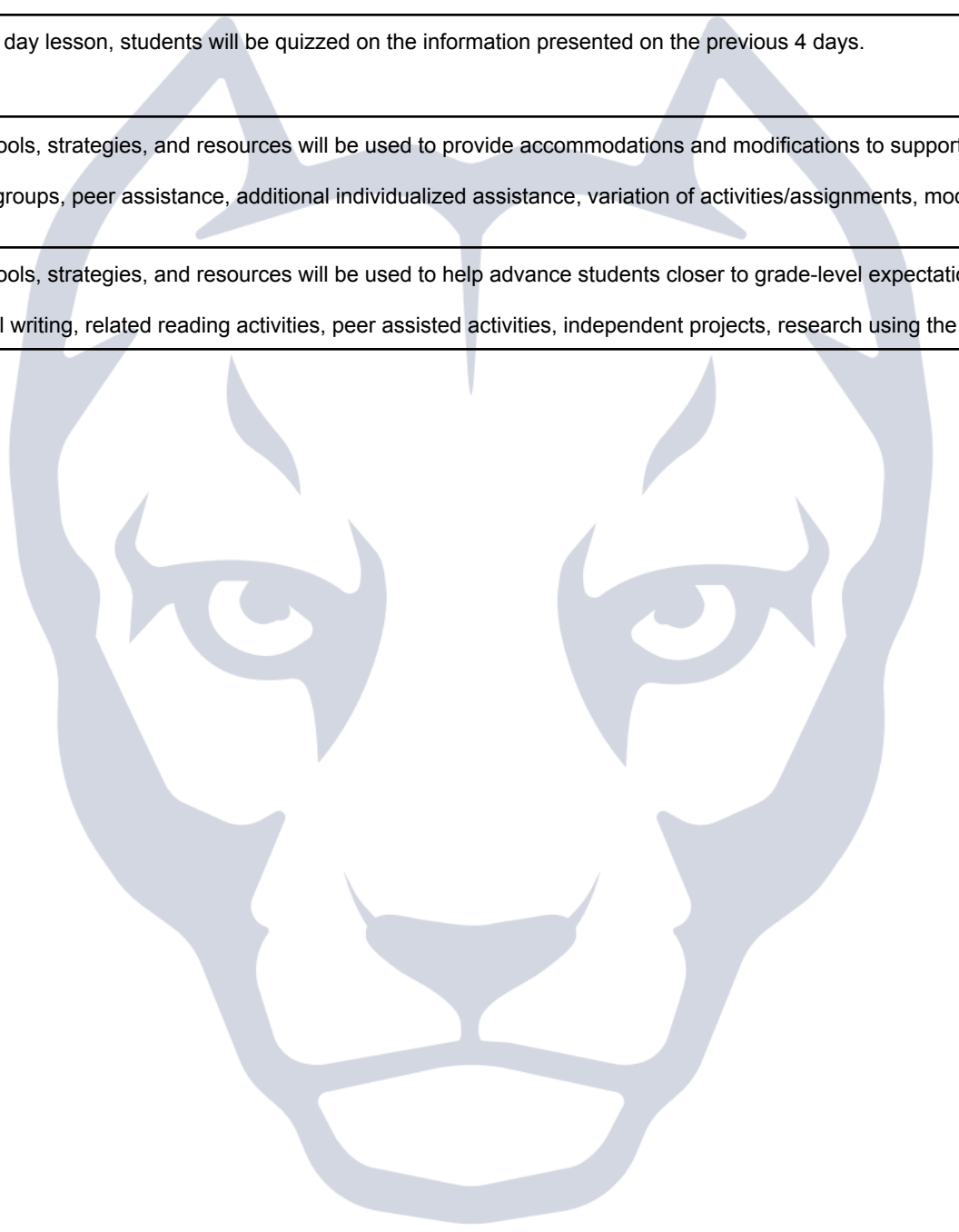
	<ul style="list-style-type: none"> State the advantages of using a standardized recipe. 					increase, ingredients, measure, method, notes, portion, quality, quantity, recipe, reduce, standardized, standardized recipe, substitute, utensils, weigh, yield.
Resources	videos, internet sites, software, human to support instruction					
Formative Assessments	Vocabulary, lesson evaluation handout,					
Summative Assessments	Measurement test and short essay.					
Strategies for ELL and IEP Support	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 8: The History and Development of the Food Service Industry					
Concepts	Discuss the history and development of the food service industry					
Big Ideas	Name some influential people in the food industry. People can be from all over the world.					
Essential Understandings	Who is the father of modern day culinary arts? When and where did it all begin?					
Competencies	Learn about Auguste Escoffier. Create a timeline to show the details and accomplishments of Marie-Antoine Careme, Auguste Escoffier, Fernand Point, Michel Guerard.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(5 days)	What do students have to do related to the content?	Used to develop the skills and knowledge				August Escoffier, KBS, Executive chef, Sous chef, Garde manger, Pastry chef, Classic Cuisine, Le guide culinaire. Marie Antoine Careme
	Do a vocabulary of food industry titles, starting with executive chef.	Q & A about the videos and powerpoint presentation.				
	Create a timeline.	Discuss the timelines & what they are known for.				
Resources	videos, internet sites, powerpoint presentation, human to support instruction.					
Formative Assessments	Exit ticket with specific questions related to the lesson.					

Summative Assessments	At the end of the 5 day lesson, students will be quizzed on the information presented on the previous 4 days.
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>

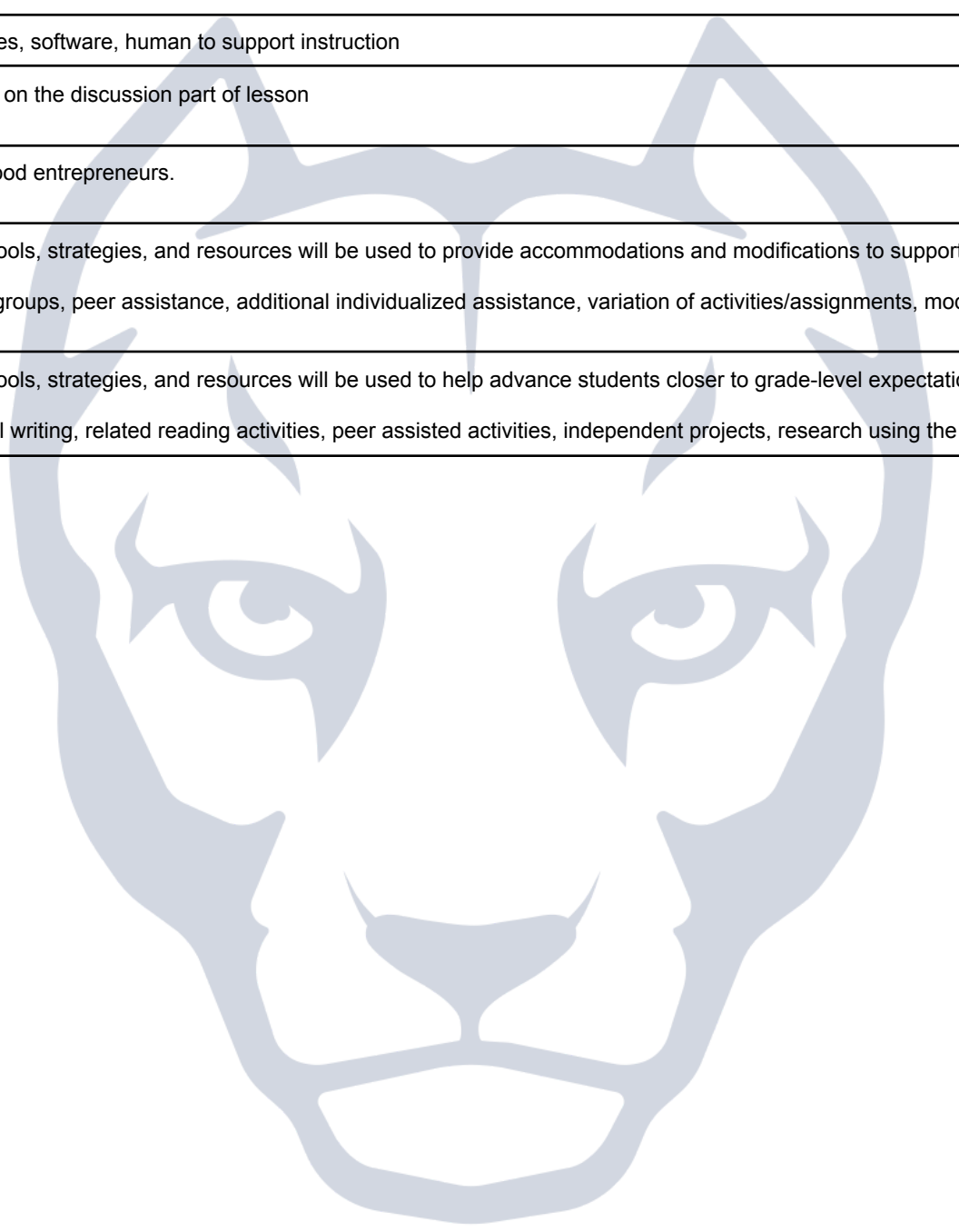


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Unit	Unit 9: Food, People, and Society in the food industry.					
Concepts	Summarize the influence of historical entrepreneurs in the food service industry in the United States.					
Big Ideas	Discuss Ray Croc (McDonalds), Howard Schultz (Starbucks), George Siemon (Organic Valley), Wolfgang Puck, Dan & Frank Carney (Pizza Hut), Colonel Harland Sanders (KFC).					
Essential Understandings	How do we analyze current trends in society and affect the food service industry? Are you eating any food today that is from a famous restaurant chain or a new chain?					
Competencies	Write a 1 page paper on the food entrepreneur of your choice.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(5 days)	On the final day of lesson, students will learn about cooking some chicken tenders- KFC way	Show students what a standard breading procedure is and use one by the end of the week.				Comfort foods, what we eat, heterogeneous, rituals, cuisines, social unifier, corporatization, culinary tourists, domestic outsourcing, cultural insiders.
	What does Chipotle do differently ?	Flour, eggs, bread crumbs				
	Ever eaten chick fil a?					

Resources	videos, internet sites, software, human to support instruction
Formative Assessments	Class participation on the discussion part of lesson
Summative Assessments	1 page paper on food entrepreneurs.
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: 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					
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(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					

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IAA Curriculum

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

Unit	Unit 11: Cook's Tools					
Concepts	This lesson teaches the student the importance of using correct terminology in the kitchen. Students will learn how effective communication depends upon the use of proper vocabulary as well as how the use of the correct tool affects the success of a recipe.					
Big Ideas	Students understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, and tourism and recreation.					
Essential Understandings	Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances.					
Competencies	Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(2 days)	9 to 11 <ul style="list-style-type: none"> The student will learn the importance of using proper tool terminology. The student will also learn how the correct tool usage affects the success of a recipe. The student will be able to determine what features make a quality pot, pan or knife. 	<ul style="list-style-type: none"> Tools scavenger hunt Handouts w/name of kitchen tools Stainless steel vs. Aluminum Tools worksheet 				Flour sifter, wire whisk, rubber scraper, measuring spoons, spatula, liquid measuring cup, dry measuring cup, strainer, colander, bottle opener, funnel, tongs, baster, ladle, utility fork, French knife/Chef's knife, utility knife, slicing knife, boning knife, kitchen shears, peelers, grater, bread knife, paring knife, pastry blender, pastry

						board, wire rack, pastry brush, casserole, pie pan, loaf pan, cookie sheet/sheet tray, muffin pan, jellyroll pan, cake pan round, skillet, dutch oven, saucepan, pizza pan, bundt pan, slotted spoon, rolling pin, garlic press, zester, melon baller, portion scoop.
Resources	videos, internet sites, , human to support instruction					
Formative Assessments	Scavenger hunt @ beginning of lesson. Tools worksheet.					
Summative Assessments	Cookware materials 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>					