

Curriculum Management System

MONROE TOWNSHIP SCHOOLS



Course Name: INTERNATIONAL AND GOURMET COOKING

Grade: 10 - 12

*For adoption by all regular education programs
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy # 2220.*

Board Approved: 8/2015

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Monroe Township Schools Administration and Board of Education Members

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Mr. Robert Czarneski

WRITER'S NAMES

Ms. Jill Kalyankar

CURRICULUM SUPERVISOR

Mr. Zachary Morolda

Mission, Vision, Beliefs, and Goals

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Beliefs

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

Board of Education Goals

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>
6. National Standards for Family and Consumer Sciences Education <http://nasafacs.org/national-standards-home.html>

QUARTER ONE	
UNIT TOPICS	
I. Food Management	
A. Planning Meals	
B. Purchasing	
C. Kitchen Basics	
D. Food Presentations	
II. Asian Cuisine	
A. Climate, Geography, and Culture	
B. Regional Differences	
C. Ingredients, Equipment, and Cooking Techniques	
III. European Cuisine	
A. Climate, Geography, and Culture	
B. Regional Differences	
C. Ingredients, Equipment, and Cooking Techniques	

QUARTER TWO

UNIT TOPICS

IV. Mediterranean Cuisine

- A. Climate, Geography, and Culture
- B. Regional Differences
- C. Ingredients, Equipment, and Cooking Techniques

V. Middle Eastern and African Cuisine

- A. Climate, Geography, and Culture
- B. Regional Differences
- C. Ingredients, Equipment, and Cooking Techniques

VI. Latin American Cuisine

- A. Climate, Geography, and Culture
- B. Regional Differences
- C. Ingredients, Equipment, and Cooking Techniques

QUARTER THREE

UNIT TOPICS

VII. Basics of Baking

- A. Essential Ingredients
- B. Measurement and Culinary Math
- C. Types of Desserts

VIII. Basic Desserts

- A. Cheesecakes
- B. Custards and Puddings
- C. Pies and Tarts

IX. Cakes, Fillings, and Icings

- A. Cake Recipes
- B. Icings and Fillings
- C. Layered Cake Assembly
- D. Basic Decorating

QUARTER FOUR

UNIT TOPICS

X. Pastry

- A. Classic Dough
- B. Rolling and Preparing
- C. Layered Dough

XI. Breads

- A. Theory of Yeasted Dough
- B. Sweet Breads
- C. Savory Breads

UNIT I – Food Management

Stage One: Desired Results

<p>ESTABLISHED GOALS</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. CCSS.Math.Content.HSN-Q.A.1</p> <p>Develop and implement procedures to ensure safety, sanitation, and quality in food product and processing facilities. CTE – 9.3.12.AG-FD.1</p> <p>Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Plan and serve a meal from the creation of the menu, through purchasing and preparation, to plated service.	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> Meals are better balanced and more nutritious when planned in advance. Proper knife skills and organization are ways to increase safety and efficiency in the kitchen. Food safety is the responsibility of everyone working in the kitchen. Food presentation is just as important as flavor and texture. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How should a formal menu be designed and what should it contain? Why is it important for every person working in the kitchen to practice safe and sanitary habits? What elements should properly plated food should include?
Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ol style="list-style-type: none"> The parts of a balanced menu. The elements required for proper food presentation. Safety and sanitation expectations for the classroom. 	<ol style="list-style-type: none"> Creating formal menus (including: appetizers, entrees, side dishes, and desserts) that are balanced in flavor, texture, and color. Presenting food on a plate in a visually appealing manner.

<p>Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. CTE – 9.2.12.C.5</p> <p>Demonstrate procedures for safe and secure storage of equipment and tools. NASAFACS - 8.3.5</p> <p>Demonstrate food safety and sanitation procedures. NASAFACS – 8.2</p> <p>Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. NASAFACS - 8.21</p> <p>Demonstrate professional plating, garnishing, and food presentation techniques. NASAFACS - 8.5.12</p>	<p>4. How to write a critique of flavors, aromas, textures, and recipes.</p> <p>5. The qualities of a reliable internet source for recipes.</p>	<p>3. Safety and effectively using kitchen equipment and space.</p> <p>4. Measuring volume accurately in the kitchen.</p>
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Stage Two: Evidence	
Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance task:</i></p> <p>MENU PLANNING PROJECT</p> <p>OVERVIEW When you prepare a meal for your guests it will be much more satisfying experience if you spend some time planning the event. Students will plan and prepare a meal for their group. Performance assessment must include the following elements:</p> <ul style="list-style-type: none"> • A formal menu with four parts • Two items from the menu written-out as recipes • A market list for four meal portions • One portion of the group's meal presented and photographed with a written critique of flavor, texture, appearance, and aroma <p>DIFFERENTIATION Students may hand write the formal menu. Students may complete the critique using voice recording using instructional technology, rather than writing it.</p> <p>TECHNOLOGY Instructional technology for research and creation of formal menu, written recipes, and photography with written critiques.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Create a formal menu based upon traditional dishes from a personally significant culture. 2. Identify careers that would utilize the knowledge gained from an international exploration of food and cultures. 3. Create an accurate wanted poster for a food borne illness. 4. Write about a formal dining experience with particular attention to the plate and table service. 5. Write a guide for using knives safely in the kitchen. 6. Practice converting measurements from volume to weight. 7. Demonstrate safe knife skills. 8. Plate presentation activity – students locate good and bad examples of food presentation and describe the aesthetic. 9. Online practice quiz. 10. Chapter study guide. 11. Chapter quiz. 12. Formative assessment [Self assessments, presentations, reflection activities]. 13. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Chapter review questions.
3. Practice quiz [online].
4. Writing prompts.
5. Performance assessment project.
6. Formal assessment (formative or summative)
7. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Pre-assess students' prior knowledge in the form of a survey, graphic organizer, chart, or other source.
2. Teacher and student discussions.
3. Research more information about the topic.
4. Projects.
5. Choice boards.
6. Jigsaws.
7. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT II – Asian Cuisine

Stage One: Desired Results

ESTABLISHED GOALS Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6 Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3 Demonstrate food safety and sanitation procedures. NASAFACS 8.2 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. NASAFACS 8.5	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Prepare foods native to Asia with an understanding of the cultural and geographic significance of the foods.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> 1. The foods consumed in Asian countries are determined by climate, geography, and culture. 2. There are differences in cuisine between Asian regions and countries. 3. Each Asian country has ingredients, equipment, and techniques that are commonly used.	ESSENTIAL QUESTIONS 1. How has Asian cuisine been shaped by climate, geography, and culture? 2. How has Asian cuisine been traditionally prepared? 3. How does traditional Asian cuisine compare to the foods served in Asian restaurants in America?
	<i>Acquisition</i>	
	<i>Students will know...</i> 1. Common ingredients in Asian cuisine. 2. The differences and similarities between Chinese, Japanese, Thai, and Indian cuisines.	<i>Students will be skilled at...</i> 1. Properly preparing traditional cuisine from China, Japan, Thailand, and India. 2. Using traditional equipment and cooking techniques for preparing Asian cuisine. 3. Writing informational text about the climate, geography, and culture of Asia and how it relates to the foods they eat.

<p>Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>NASAFACS 8.5.7</p> <p>Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>NASAFACS 8.5.12</p> <p>Demonstrate sensitivity to diversity and individuals with special needs.</p> <p>NASAFACS 8.7.5</p>		
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Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>PLANNING AN INTERNATIONAL DINNER PARTY</p> <p>OVERVIEW: Each group is planning as though they are hosting a dinner for a foreign exchange students and his family. To make the student feel welcome they are planning a menu of foods traditionally served in his / her home country. Their plan must include the following:</p> <ul style="list-style-type: none"> • A formal menu with an appetizer vegetarian entrée, non-vegetarian entrée, side dish, and dessert. • One item from the menu written out as a recipe. • A market list for 4 portions. • One portion of your group's dish presented and photographed with a critique of flavor, texture, appearance, and aroma. <p>DIFFERENTIATION: Students may organize their menu using computer software or traditional methods. Students may use alternative mediums for their menu [Prezi, interactive timelines, etc.].</p> <p>TECHNOLOGY: Instructional technology for research and creation of menu, recipes, and market list.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Complete a culinary profile for an Asian country. The profile will detail the forms of protein, fruits, vegetables, and dairy consumed in the country as well as describing well known dishes and unique cooking techniques. 2. Compare the profiles from multiple countries to find similarities and differences. Write an essay about how the cuisines of various countries compare and contrast. 3. Write an analysis of the use of noodles and rice in the various Asian countries. 4. Prepare foods from China. 5. Prepare foods from Japan. 6. Prepare foods from Thailand. 7. Prepare foods from India. 8. Online practice quiz. 9. Chapter study guide. 10. Chapter quiz. 11. Formative assessment [Self assessments, presentations, reflection activities]. 12. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Chapter review questions.
3. Practice quiz [online].
4. Writing prompts.
5. Performance assessment project.
6. Formal assessment. (formative or summative)
7. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Pre-assess students' prior knowledge in the form of a survey, graphic organizer, chart, or other source.
2. Teacher and student discussions.
3. Research more information about the topic.
4. Projects.
5. Choice boards.
6. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

6. The content is introduced.
7. The content can be explained out under full instruction.
8. The content can be explained correctly only when prompted.
9. The content can be explained correctly with occasional prompting.
10. The content can be carried out consistently without any prompting.

UNIT III – European Cuisine

Stage One: Desired Results

ESTABLISHED GOALS Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6 Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3 Demonstrate food safety and sanitation procedures. NASAFACS 8.2 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. NASAFACS 8.5	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Prepare traditional European cuisine with an understanding of the cultural and geographic significance of the foods.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> 1. The climate, geography, and culture of a country helps to determine the foods consumed there. 2. Each country has ingredients, equipment, and techniques that are commonly used. 3. European cuisine impacted the cuisine of the United States through immigration.	ESSENTIAL QUESTIONS 1. How has European cuisine been shaped by climate, geography, and culture? 2. How has European cuisine been traditionally prepared? 3. How has European cuisine impacted the cuisine of the United States?
	<i>Acquisition</i>	
	<i>Students will know...</i> 1. Common ingredients used in European cuisine. 2. The differences and similarities between British, German, Scottish, and Bosnian cuisine.	<i>Students will be skilled at...</i> 1. Properly preparing traditional cuisine from The United Kingdom, Germany, Scotland, and Bosnia. 2. Using traditional equipment and cooking techniques for preparing European cuisine. 3. Writing a critical analysis of a European recipe.

<p>Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>NASAFACS 8.5.7</p> <p>Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>NASAFACS 8.5.12</p> <p>Demonstrate sensitivity to diversity and individuals with special needs.</p> <p>NASAFACS 8.7.5</p>		
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Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance task:</i></p> <p>A TRAVEL BROCHURE FOR EUROPEAN CUISINE</p> <p>OVERVIEW: Students will prepare a travel brochure emphasizing the cuisine of one of the European countries. The travel brochure must mention geographical influences on the cuisine as well as the cultural influences. A list of important ingredients and description of unique cooking techniques and equipment also must be included. Each brochure should utilize pictures.</p> <p>DIFFERENTIATION: Students preferring to work in groups may work with 1 other person.</p> <p>TECHNOLOGY: Instructional technology for research and creation of menu, recipes, and market list.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Complete a culinary advertisement for a European country. The advertisement will detail the forms of protein, fruits, vegetables, and dairy consumed in the country as well as describing well known dishes and unique cooking techniques. 2. Compare the profiles from multiple countries to find similarities and differences. Write an essay about how the cuisines of various countries compare and contrast. 3. Write a menu description for 5 different types of European breads. 4. Prepare foods from the United Kingdom. 5. Prepare foods from Scotland. 6. Prepare foods from Germany 7. Prepare foods from Bosnia 8. Online practice quiz. 9. Chapter study guide. 10. Chapter quiz 11. Formative assessment [self assessment, presentations, reflection activities]. 12. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Chapter outlines.
3. Chapter review questions.
4. Practice quiz [online].
5. Writing prompts.
6. Performance assessment project.
7. Formal assessment (formative or summative).
8. Chapter concepts graphic organizer.
9. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Pre-assess students' prior knowledge in the form of a survey, graphic organizer, chart, or other source.
2. Presenting, writing about, and analyzing current events articles or videos.
3. Graphic organizers and summaries.
4. Teacher and student discussions.
5. Research more information about the topic.
6. Projects.
7. Choice boards.
8. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT IV – Mediterranean Cuisine

Stage One: Desired Results

<p>ESTABLISHED GOALS</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6</p> <p>Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3</p> <p>Demonstrate food safety and sanitation procedures. NASAFACS 8.2</p> <p>Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. NASAFACS 8.5</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Prepare traditional Mediterranean cuisine with an understanding of the cultural and geographic significance of the foods.	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The foods consumed in Mediterranean countries are determined by climate, geography, and culture. 2. There are differences in cuisine between Mediterranean regions and countries. 3. Each Mediterranean country has ingredients, equipment, and techniques that are commonly used. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How has Mediterranean cuisine been shaped by climate, geography, and culture? 2. How has Mediterranean cuisine been traditionally prepared? 3. How has Mediterranean cuisine impacted the cuisine of the United States?
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Common ingredients used in Mediterranean cuisine. 2. The differences and similarities between Italian, Greek, and Spanish cuisine. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Properly preparing traditional cuisine from Italy, Greece, and Spain. 2. Using traditional equipment and cooking techniques for preparing Mediterranean cuisine.

<p>Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>NASAFACS 8.5.7</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>NASAFACS 8.5.12</p> <p>Demonstrate sensitivity to diversity and individuals with special needs.</p> <p>NASAFACS 8.7.5</p>		<p>3. Writing a critical analysis of the use of fresh vegetables in Mediterranean cuisine.</p>
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Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance task:</i></p> <p>MAPPING THE INFLUENCES ON MEDITERRANEAN CUISINE</p> <p>OVERVIEW: Each student will prepare a map of one of the Mediterranean countries. Students will identify major trade centers in the country. They will draw and label important geographical features. Then they must indicate where key agricultural products are produced. Students must submit a movie explaining the relationship between the geographical features, the agricultural products, and the staple ingredients in the cuisines of the country.</p> <p>DIFFERENTIATION: Students will record the explanation as a written account rather than an iMovie.</p> <p>TECHNOLOGY: Instructional technology for research and creation of movie.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Have groups experiment to prepare a unique recipe for gazpacho. 2. Have students research the health benefits of a Mediterranean diet. Write an essay about the diet and how it can help or hinder good health. 3. Write about the use of goats for dairy and meat in Mediterranean countries. 4. Prepare foods from Italy. 5. Prepare foods from Greece. 6. Prepare foods from Spain. 7. Online practice quiz. 8. Chapter study guide 9. Chapter quiz. 10. Formative assessment [self assessments, presentations, reflection activities]. 11. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Chapter review questions.
3. Practice quiz [online].
4. Writing prompts.
5. Performance assessment project.
6. Formal assessment (formative or summative).

SUGGESTED METHODS OF DIFFERENTIATION:

1. Pre-assess students' prior knowledge in the form of a survey, graphic organizer, chart, or other source.
2. Teacher and student discussions.
3. Research more information about the topic.
4. Projects.
5. Jigsaws.
6. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT V – Middle Eastern and African Cuisine

Stage One: Desired Results

ESTABLISHED GOALS Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6 Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3 Demonstrate food safety and sanitation procedures. NASAFACS 8.2 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. NASAFACS 8.5	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Prepare traditional Middle Eastern and African cuisine with an understanding of the cultural and geographic significance of the foods.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> 1. The foods consumed in Middle Eastern and African countries are determined by climate, geography, and culture. 2. There are differences in cuisine between Middle Eastern and African countries. 3. Each Middle Eastern and African country has ingredients, equipment, and techniques that are commonly used.	ESSENTIAL QUESTIONS 1. How has Middle Eastern and African cuisine shaped by climate, geography, and culture? 2. How has Middle Eastern and African cuisine been traditionally prepared? 3. How has Middle Eastern and African cuisine impacted the cuisine of the United States?
	<i>Acquisition</i>	
	<i>Students will know...</i> 1. Common ingredients used in Middle Eastern and African cuisine. 2. The differences and similarities between Egyptian, Turkish, Israeli, and Moroccan cuisine.	<i>Students will be skilled at...</i> 1. Properly preparing traditional cuisine from Egypt, Turkey, Israel, and Morocco. 2. Using traditional equipment and cooking techniques for preparing Middle Eastern and African cuisine.

<p>Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. NASAFACS 8.5.7</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques. NASAFACS 8.5.12</p> <p>Demonstrate sensitivity to diversity and individuals with special needs. NASAFACS 8.7.5</p>		<p>3. Writing informational text about the eating habits and culture of the Middle East and African countries.</p>
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Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>PLANNING A WEDDING FEAST WITH INTERNATIONAL FLAVORS</p> <p>OVERVIEW: Each group will plan a wedding feast for a couple from a country in the Middle East or Africa. They must plan a very traditional menu for their wedding and the main dish must include non-vegetarian and vegetarian options. Students must include the following:</p> <ul style="list-style-type: none"> • A formal menu with four parts • One item from the menu written out as a recipe • A market list for 4 portions • One portion of the group's dish presented and photographed with a critique of flavor, texture, appearance, and aroma. <p>DIFFERENTIATION: Students may choose to work independently instead of with a group.</p> <p>TECHNOLOGY: Instructional technology for research, menu creation, recipes, market list, and critique.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Describe the differences between haute cuisine, provincial cuisine, and nouvelle cuisine. 2. Compare the profiles from multiple countries to find similarities and differences. Write an essay about how the cuisines of various countries compare and contrast. 3. Write an opinion piece about how religion has shaped the cuisine of the Middle East and Africa. 4. Prepare foods from Egypt. 5. Prepare foods from Israel. 6. Prepare foods from Turkey. 7. Prepare foods from Morocco. 8. Online practice quiz. 9. Chapter study guide 10. Chapter quiz. 11. Formative assessment [self assessments, presentations, reflection activities]. 12. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Chapter outlines.
3. Chapter review questions.
4. Practice quiz [online].
5. Performance assessment project.
6. Formal assessment. (formative or summative).
7. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Pre-assess students' prior knowledge in the form of a survey, graphic organizer, chart, or other source.
2. Teacher and student discussions.
3. Research more information about the topic.
4. Projects.
5. RAFTs.
6. Choice boards.
7. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT VI– Latin American Cuisine

Stage One: Desired Results

<p>ESTABLISHED GOALS</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6</p> <p>Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3</p> <p>Demonstrate food safety and sanitation procedures. NASAFACS 8.2</p> <p>Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. NASAFACS 8.5</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Prepare traditional Latin American cuisine with an understanding of the cultural and geographic significance of the foods.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The foods consumed in Latin American countries are determined by climate, geography, and culture. 2. There are differences in cuisine between Latin American regions and countries. 3. Each Latin American country has ingredients, equipment, and techniques that are commonly used. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How has Latin American Cuisine been shaped by climate, geography, and culture? 2. How has Latin American cuisine been traditionally prepared? 3. How has Latin American cuisine impacted the cuisine of the United States, especially in the Southwest?
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Common ingredients used in Latin American cuisine. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Properly preparing traditional cuisine from Mexico, Brazil, Argentina, and Peru.

<p>Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. NASAFACS 8.5.7</p> <p>Demonstrate professional plating, garnishing, and food presentation techniques. NASAFACS 8.5.12</p> <p>Demonstrate sensitivity to diversity and individuals with special needs. NASAFACS 8.7.5</p>	<p>2. The differences and similarities between Mexican, Brazilian, Argentinian, and Peruvian cuisines.</p>	<p>2. Using traditional equipment and cooking techniques for preparing Latin American cuisine.</p> <p>3. Writing a critical analysis of how a traditional Latin American recipe and an “Americanized” version of that recipe compare.</p>
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Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>LATIN AMERICAN RESEARCH AND PRESENTATION</p> <p>OVERVIEW:</p> <p>Part One: Students, working independently, will research one of 5 Latin American countries. They will gather information about climate, geography, culture, and food customs of the country. Students will then create an outline of the information.</p> <p>Part Two: All students with the same country will be grouped together. Working in groups, the students will compare the information collected and prepare a presentation.</p> <p>Part Three: Groups will share their presentations with the class.</p> <p>DIFFERENTIATION: Students may choose to another format instead of Keynote with pre-approval from the teacher.</p> <p>TECHNOLOGY: Instructional technology for research and creation of the presentation.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Use Mexican cookbooks (or websites) to make a list of Mexican dishes made with corn. 2. Match foods with the South American country with which the foods are associated and provide descriptions. 3. Compare the profiles from multiple countries to find similarities and differences. Write an essay about how the cuisines of various countries compare and contrast. 4. Write about the international influences on Brazilian cuisine and how they have shaped the foods eaten in that country. 5. Prepare food from Mexico. 6. Prepare foods from Brazil. 7. Prepare foods from Argentina. 8. Prepare foods from Peru. 9. Online practice quiz. 10. Chapter study guide. 11. Chapter quiz 12. Formative assessment [self assessments, presentations, reflection activities]. 13. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Chapter review questions.
3. Practice quiz [online].
4. Writing prompts.
5. Performance assessment project.
6. Formal assessment (formative or summative).
7. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Pre-assess students' prior knowledge in the form of a survey, graphic organizer, chart, or other source.
2. Teacher and student discussions.
3. Research more information about the topic.
4. Projects.
5. RAFTs.
6. Choice boards.
7. Jigsaws.
8. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT VII– Basics of Baking

Stage One: Desired Results

<p>ESTABLISHED GOALS</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. CCSS.Math.Content.HSN-Q.A.1</p> <p>Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3</p> <p>Utilize weights and measures to demonstrate knowledge of portion control and proper scaling and measurement techniques NASAFACS 8.5.3</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Choose proper baking ingredients and techniques to create classic and innovative baked goods.	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. All baking ingredients are important and have a specific purpose in a recipe. 2. There are appropriate times to use each baking technique. 3. Basic decorating skills require practice and patience. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How are essential baking ingredients and techniques used to create a multitude of sweet treats? 2. What is the proper way to put a pastry bag, coupler, and tip together for use in decorating?
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The purpose of all essential baking ingredients. 2. The appropriate time to use each baking technique. 3. The proper way to put together a pastry bag, coupler, and tip. 4. How to use the pastry bags to fill pastries and to decorate desserts. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Using all baking ingredients and techniques appropriately in the kitchen. 2. Choosing baking recipes from the internet and using the reviews to inform changes to the recipe. 3. Using pastry bags, couplers, and decorating tips. 4. Measuring using weights and a scale rather than volume.

<p>Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>NASAFACS 8.5.10</p> <p>Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>NASAFACS 8.5.12</p> <p>Demonstrate food safety and sanitation procedures.</p> <p>NASAFACS 8.2</p>		
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Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>WRITING A BAKING HANDBOOK</p> <p>OVERVIEW: Each cooperative learning group will be tasked with creating a handbook for the new hires at their bakery. They must come up with a bakery name and mission as well as general expectations that all employees must follow. They must provide three baking recipes that are “signature” recipes for their bakery with very specific instructions for measurement of ingredients and the process to be used when creating the product.</p> <p>DIFFERENTIATION: Students may work individually if they choose.</p> <p>TECHNOLOGY: Instructional technology for research and creation of baking handbook.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Origin of the idea and chapter learning goal summaries. 2. Prepare cookies using a baking formula rather than a typical recipe. 3. Prepare sugar cookies and decorate with pastry bags, couplers, and tips. 4. Write a tutorial about the creation of a fruited quick bread. 5. Write about the best pastry/baked good/yeast bread the student ever consumed. Give detailed description of taste, texture, aroma, etc. as well as the feelings/memories it brought to the surface. 6. Online practice quiz. 7. Chapter study guide. 8. Chapter quiz. 9. Formative assessment [self assessments, presentations, reflection activities]. 10. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Chapter review questions.
3. Practice quiz [online].
4. Writing prompts.
5. Performance assessment project.
6. Formal assessment. (formative or summative)
7. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Pre-assess students' prior knowledge in the form of a survey, graphic organizer, chart, or other source.
2. Teacher and student discussions.
3. Research more information about the topic.
4. Projects.
5. RAFTs.
6. Choice boards.
7. Jigsaws.
8. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT VIII– Basic Desserts

Stage One: Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	Prepare a variety of classic and innovative desserts.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10	1. Baked goods and desserts have changed over time in American society.	1. What role do baked goods and desserts play in American society?
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4	2. Customers like innovative desserts but classic ones as well.	2. What is the difference between a classic dessert and an innovative one?
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6	3. There are ways to reduce fat and sugar content of desserts as well as add whole grain qualities while still maintaining a similar taste and texture.	3. How can desserts be adjusted to make them healthier?
Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3	<i>Acquisition</i>	
Utilize weights and measures to demonstrate knowledge of portion control and proper scaling and measurement techniques NASAFACS 8.5.3	<i>Students will know...</i>	<i>Students will be skilled at...</i>
Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. NASAFACS 8.5.10	1. The types of classic desserts.	1. Preparing classic and innovative desserts.
Demonstrate professional plating, garnishing, and food presentation techniques. NASAFACS 8.5.12	2. How to prepare puddings and custards without scorching or curdling them and without developing a “skin”.	2. Making appropriate substitutions in basic recipes.
	3. The differences between baked and unbaked cheesecakes.	3. Measuring using weights and a scale.

Demonstrate food safety and sanitation procedures. NASAFACS 8.2		
Stage Two: Evidence		
Evaluative Criteria	Assessment Evidence	
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>SPRING DESSERT MENU</p> <p>OVERVIEW</p> <p>Students will be required to work in groups to prepare a spring menu for their bakery. The menu will highlight egg-based and fruit-based desserts. The menu must have a description for each menu item that makes it sound mouthwatering and appealing but at the same time gives information about its ingredients. After creating the menu students will choose one item from the menu to find a recipe for and make in the kitchen. Students must submit the following:</p> <ul style="list-style-type: none"> • Menu • Recipe • Market List <p>DIFFERENTIATION: Students may work individually if they choose.</p> <p>TECHNOLOGY: Instructional technology for recipe research, menu creation, and market list.</p>	

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Create a recipe for an innovative dessert and test it in the kitchen. 2. Write about the process of creating an innovative recipe as well as maintaining a running record of the ingredients/techniques used when testing the recipe. Give details about the final product after the recipe test and describe any changes that need to be made to the recipe and the reasons for the changes. 3. Prepare cheesecake recipes. 4. Prepare custards and puddings. 5. Prepare eclairs/creampuffs. 6. Prepare fruit desserts. 7. Prepare typical recipes and healthier versions of the same and taste for differences in flavor and texture. 8. Online practice quiz. 9. Chapter study guide. 10. Chapter quiz. 11. Formative assessment [self assessments, presentations, reflection activities]. 12. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Writing prompts.
3. Research project.
4. Performance assessment project.
5. Formal assessment (formative or summative).
6. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Presenting, writing about, and analyzing current events articles or videos.
2. Teacher and student discussions.
3. Projects.
4. Choice boards.
Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT VIII– Cakes, Fillings, and Icings

Stage One: Desired Results

<p>ESTABLISHED GOALS</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6</p> <p>Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3</p> <p>Utilize weights and measures to demonstrate knowledge of portion control and proper scaling and measurement techniques NASAFACS 8.5.3</p> <p>Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. NASAFACS 8.5.10</p> <p>Demonstrate professional plating, garnishing, and food presentation techniques. NASAFACS 8.5.12</p> <p>Demonstrate food safety and sanitation procedures. NASAFACS 8.2</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Prepare decorated layer cakes.	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. There are different types of cakes and a variety of mixing methods for cakes. 2. Frosting and decorating a cake takes time, effort, and patience. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Which mixing method should be used for each type of cake? 2. How do the different types of frostings work in decorating using a spatula and a pastry bag?
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The different types of cakes and frostings. 2. How to use a pastry bag, coupler, and an array of pastry tips. 3. The best way to put layer cakes together and cover with a smooth layer of frosting. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Baking a variety of cakes. 2. Making a variety of frosting. 3. Using a pastry bag, coupler, and an array of pastry tips. 4. Putting cake layers together. 5. Frosting a cake and decorating it using a pastry bag.

Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>CUPCAKE “WAR”</p> <p>OVERVIEW:</p> <p>Students will work in teams to plan a cupcake for the classroom cupcake war. Each team will be given a theme and a secret ingredient. They must plan a cupcake, filling, and frosting that match the theme and incorporates the secret ingredient. Decorations are also required and should be handmade , not store purchased.</p> <p>Students must submit:</p> <ul style="list-style-type: none"> • A description of cake, filling, and frosting to be used and an explanation of how they match the theme. • Recipes for cake, filling, and frosting • Market list • Plan for decorations <p>DIFFERENTIATION:</p> <p>Students may choose to work alone for the planning portion but must work with a group for baking.</p> <p>TECHNOLOGY:</p> <p>Instructional technology for research, recipes, market list, and plan.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Create a class cookbook of cakes/fillings/frostings. Each recipe submitted must be written in proper format. 2. Write a step by step evaluation of the creation of the layered and frosted cake. 3. Prepare foam cakes. 4. Prepare shortened cakes. 5. Prepare 7 minute frosting. 6. Prepare buttercream frosting. 7. Assemble a layer cake and decorate it with a crumb coat, final coat of frosting as well as a top border, bottom border, and some writing. (individual project) 8. Online practice quiz 9. Chapter study guide. 10. Chapter quiz. 11. Formative assessment [self assessments, presentations, reflection activities] 12. Summative assessment [unit exam]
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Writing prompts.
3. Research project.
4. Performance assessment project.
5. Formal assessment (formative or summative).
6. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Teacher and student discussions.
2. Research more information about the topic.
3. Projects.
4. RAFTs.
5. Choice boards.
6. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
2. The content can be explained out under full instruction.
3. The content can be explained correctly only when prompted.
4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT VIII– Pastry

Stage One: Desired Results

ESTABLISHED GOALS		
<p>Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6</p> <p>Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3</p> <p>Utilize weights and measures to demonstrate knowledge of portion control and proper scaling and measurement techniques NASAFACS 8.5.3</p> <p>Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. NASAFACS 8.5.10</p> <p>Demonstrate professional plating, garnishing, and food presentation techniques. NASAFACS 8.5.12</p> <p>Demonstrate food safety and sanitation procedures. NASAFACS 8.2</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Prepare a variety of pastries.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ol style="list-style-type: none"> Pastries are prepared differently all over the world. High quality ingredients are important when preparing pastries. Some pastries require long preparation times and cannot be made quickly. 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> What qualities do pastries have? Why is it important to use high quality ingredients when preparing pastries? What are pastries like around the world?
Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ol style="list-style-type: none"> The history of pastries. The ways pastries are used around the world. The preparation techniques used in a variety of pastries. 	<ol style="list-style-type: none"> Preparing a variety of pastry dough. Choosing high quality ingredients for making pastries Describing what pastries are like around the world.

Stage Two: Evidence

Evaluative Criteria	Assessment Evidence
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>PASTRY: AROUND THE WORLD</p> <p>OVERVIEW:</p> <p>Each student in a group will research the types of pastries made in a different foreign country. They will find information about ingredients used, preparation techniques, and how the pastries are part of everyday life. They will also find out how pastries are different for special occasions and holidays. Using the information students will create an iMovie to educate the rest of the group.</p> <p>DIFFERENTIATION:</p> <p>Students will be given a country they are familiar with to aid in the research portion of the project.</p> <p>TECHNOLOGY:</p> <p>Instructional technology for research and creation of iMovie.</p>

<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Unit/Chapter review. 2. Write a critical analysis of the many different flours used in bread baking and the best uses for each one. 3. Prepare puff pastry. 4. Prepare cookies. 5. Prepare yeast and cake donuts. 6. Prepare international pastries. 7. Graphic Organizer Unit/Chapter review. 8. Online practice quiz. 9. Chapter study guide. 10. Chapter quiz. 11. Formative assessment [self assessments, presentations, reflection activities]. 12. Summative assessment [unit exam].
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Writing prompts.
3. Research project.
4. Performance assessment project.
5. Formal assessment (formative or summative).
6. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Presenting, writing about, and analyzing current events articles or videos.
2. Debates and discussion circles.
3. Teacher and student discussions.
4. Research more information about the topic.
5. Projects.
6. Choice boards.
7. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
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4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

UNIT VIII- Breads

Stage One: Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	Prepare yeast breads, quickbreads, and flatbreads from around the world.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA – Literacy.CCRA.R.10	1. Breads are different in form, ingredients, and uses throughout the world.	1. How are breads different throughout the world?
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA – Literacy.CCRA.W.4	2. Yeast breads require specific steps to be made successfully.	2. How are yeast breads made?
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA – Literacy.CCRA.W.6	3. Yeast breads and quick breads are different.	3. What are the differences between yeast breads and quick breads?
Select and process food products for storage, distribution, and consumption. CTE – 9.3.12.AG-FD.3	<i>Acquisition</i>	
Utilize weights and measures to demonstrate knowledge of portion control and proper scaling and measurement techniques NASAFACS 8.5.3	<i>Students will know...</i>	<i>Students will be skilled at...</i>
Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. NASAFACS 8.5.10	1. The various forms of bread and the flours that can be used to create them.	1. Explain, in writing, the history and uses of yeast breads in International cuisine.
Demonstrate professional plating, garnishing, and food presentation techniques. NASAFACS 8.5.12	2. How yeast breads are enjoyed around the world.	2. Choosing the right flour for the recipe.
	3. The steps in the yeast bread process.	3. Utilizing the proper tools and techniques to prepare yeast breads.
	4. The differences between yeast breads and quick breads.	

Demonstrate food safety and sanitation procedures. NASAFACS 8.2		
Stage Two: Evidence		
Evaluative Criteria	Assessment Evidence	
<p>SUGGESTED PERFORMANCE RUBRIC: <i>Use the following or similar rubric to evaluate a student's performance on performance tasks.</i></p> <p>4 – INNOVATING: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation, and higher-level thinking.</p> <p>3 – APPLYING: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated the student could apply knowledge from the unit.</p> <p>2 – DEVELOPING: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply some of the knowledge learned throughout the unit.</p> <p>1 – BEGINNING: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of his / her ability.</p>	<p>SUGGESTED PERFORMANCE ASSESSMENT: <i>Students will engage in the following performance tasks:</i></p> <p>INTERNATIONAL BREADS PROJECT</p> <p>OVERVIEW: Bread is one of the oldest prepared foods. The history of bread goes back at least 30,000 years. The first bread produced was probably cooked versions of a grain-paste, made from roasted and ground cereal grains and water, and may have been developed by accidental cooking or deliberate experimentation with water and grain flour.</p> <p>PROJECT PART ONE</p> <p>Students will conduct research about the traditional breads of an assigned region and design a pamphlet detailing the traditional breads of the assigned region.</p> <p>Pamphlet must include the following things:</p> <ul style="list-style-type: none"> • History of bread in the region • At least 5 traditional breads still used today. • Common ingredients and tools used in bread making in the region. • Pictures of traditional breads. • How breads are used in day to day meals. <p>PROJECT PART TWO</p> <p>Choose a traditional bread from one country in the assigned region.</p>	

	<p>Conduct research about the most important holidays celebrated in the country chosen. Write at least two paragraphs about the holiday. Include information about its history and how it is celebrated.</p> <p>PROJECT PART THREE Create a holiday menu that features the traditional bread the group chose in Part 2.</p> <ul style="list-style-type: none"> • The menu must include dishes commonly eaten as part of the holiday researched. T • The menu must be decorated according to the holiday being celebrated. • Must be submitted to the teacher. <p>Choose one item from the menu to cook with the traditional bread. Locate recipes for the menu item and the traditional bread and submit them to the teacher Fill out a market order for all ingredients needed for your chosen dish and traditional bread.</p> <p>DIFFERENTIATION: Students may choose to write the project out on paper rather than completing it with instructional technology.</p> <p>TECHNOLOGY: Instructional technology for completion of all parts of the project.</p>
<p>SUGGESTED MONITORING SCALE: <i>Use the following or similar scale to monitor or evaluate a student's daily learning and understanding of key concepts:</i></p> <p>4 – I fully understand my learning and can explain it to someone else.</p> <p>3 – I understand my learning, but could use some mnemonics.</p> <p>2 – I understand parts of my learning, but need some help making connections.</p> <p>1 – I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER SUGGESTED PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Unit/Chapter review. 2. Web based chapter review questions. 3. Prepare basic yeast breads. 4. Prepare basic flat breads. 5. Prepare rich dough breads. 6. Prepare a variety of quick breads. 7. Online practice quiz. 8. Chapter study guide.

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| | <ol style="list-style-type: none"> 9. Chapter quiz. 10. Formative assessment [self assessments, presentations, reflection activities]. 11. Summative assessment [unit exam]. |
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Stage Three: Learning Plan

Summary of Key Learning Events and Instruction

SUGGESTED LEARNING EVENTS:

1. Unit pre-assessment [journal prompt, article discussion, project, or pre-test].
2. Writing prompts.
3. Research project.
4. Performance assessment project.
5. Formal assessment (formative or summative).
6. Reflection [journal, fishbowl discussion, or self-assessment].

SUGGESTED METHODS OF DIFFERENTIATION:

1. Presenting, writing about, and analyzing current events articles or videos.
2. Teacher and student discussions.
3. Research more information about the topic.
4. Projects.
5. Varied journal prompts.
6. Learning centers.
7. Instructional Technology infusion [including; but not limited to: iMovie, Prezi, Keynote productions].

Student success at meaning and acquisition depends on applying their learning, both conceptually and in terms of real-world business scenarios and applications. All instruction is carried out formatively and assessed under a five-level system of increased autonomy:

1. The content is introduced.
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4. The content can be explained correctly with occasional prompting.
5. The content can be carried out consistently without any prompting.

Benchmark Assessment: Quarter One

1. Students will demonstrate a comprehensive knowledge of menu planning and purchasing.
2. Students will be able to describe the fundamental concepts of plate presentation
3. Students will be able to prepare Asian cuisine using appropriate ingredients, equipment, and cooking techniques.
4. Students will be able to prepare European cuisine using appropriate ingredients, equipment, and cooking techniques.
5. Students will explain how geography, culture, and religion impact the foods we eat.

Benchmark Assessment: Quarter Two

1. Students will be able to prepare Mediterranean cuisine using appropriate ingredients, equipment, and cooking techniques.
2. Students will be able to prepare Middle Eastern and African cuisine using appropriate ingredients, equipment, and cooking techniques.
3. Students will be able to prepare Latin American cuisine using appropriate ingredients, equipment, and cooking techniques.
4. Students will explain how cuisines in other countries have influenced the development of American cuisine.

Benchmark Assessment: Quarter Three

1. Students will demonstrate a comprehensive knowledge of baking ingredients, techniques, and measurement.
2. Students will be to identify the different types of desserts and baked goods.
3. Students will be able to prepare basic desserts such as cheesecakes, custards, and puddings.
4. Students will successfully decorate a layer cake individually.

Benchmark Assessment: Quarter Four

1. Students will demonstrate a comprehensive knowledge of yeast breads.
2. Students will successfully prepare a product using a layered dough.
3. Students will be able to prepare yeast breads, quick breads, and flat breads.
4. Students will describe the use of breads in various cuisines around the world.