

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 8th

Subject: Culinary Arts

Adoption Date: 1/14/19

Revision Date: 11/3/21

	MP1	MP2	MP3	MP4
<p>Scope and Sequence</p> <ul style="list-style-type: none"> Remember Understand Apply Analyze Evaluate Create 	<p>Can you analyze why kitchen safety and sanitation procedures are practiced? (2 weeks)</p> <p>Can you create a dish using different types of knives and cutting techniques? (4 weeks)</p> <p>Can you apply what you know about knives in a poster? (2 weeks)</p> <p>Can you create nutritionally balanced smoothies using fruits and vegetables? (1 week)</p> <p>Can you create breakfast foods for the Firefighter's Breakfast?</p>	<p>Can you create a pumpkin pie by following a recipe? (1 week)</p> <p>Can you apply pastry chef skills in the creation of a gingerbread house? (3 weeks)</p> <p>Can you describe the life of a chef and the path they took to become who they are? (2 weeks)</p>	<p>Can you analyze the importance of calculating and controlling food costs to keep a business running smoothly?</p> <p>What is a continental breakfast?</p> <p>How does a food truck business work?</p>	<p>Can you distinguish between various breads and spreads for sandwiches?</p> <p>Can you create various types of sandwiches and select appropriate sandwich fillings?</p> <p>Can you create various types of appetizers?</p> <p>Can you explain the best ways to cook pasta?</p> <p>Can you create fresh pasta?</p> <p>Can you make tomato sauce?</p> <p>Can you make meatballs?</p>
Instructional Materials	Chromebooks Culinary Textbook	Pie pans Recipe ingredients	Chromebooks Muffin recipes	<i>Culinary Essentials</i> Chapter 19 Sandwiches and

	Construction paper Markers Recipe ingredients Blenders	Assorted candy Chromebooks Internet Mixers Assorted kitchen appliances	Coffee cart	Appetizers
Activities	<p>One: Students will match kitchen safety statements with safety vocabulary</p> <p>Two: Using an assigned kitchen safety topic design a poster that displays the topic</p> <p>Three: Working in small groups, students will read a section of the text on kitchen safety and outline important information in a slideshow, present it to the class, and complete an outline during all the presentations</p> <p>Four: Students will become familiar with where kitchen utensils and other supplies are through a scavenger hunt/game</p> <p>Five: Follow recipe to make a treat for “Back to School Night”</p> <p>Six: Learn types of knives and their uses by watching videos, making a quiche and drawing a poster</p> <p>Seven: Apply nutritional balance in a smoothie challenge</p> <p>Eight: Make breakfast foods for the Firefighter and Police Breakfast</p>	<p>One: follow a recipe and create a graham cracker crust, pumpkin pie filling, and whipped cream</p> <p>Two: Create gingerbread houses following a paper pattern and a prepared plan</p> <p>Three: Research a famous chef and write a report and design an apron that shows the biography information</p>	<p>One: Research how to run a successful business</p>	<p>Read about different types of appetizers and evaluate the three types of service in a graphic organizer</p>
Standards	<p>Activity One: 9.2.8.B.3</p> <p>Activity Two:</p>	<p>Activity One:</p> <p>Activity Two:</p>	<p>Activity One: 9.2.8.B.1</p> <p>Activity Two:</p>	<p>Activity One:</p> <p>Activity Two:</p>

	Activity Three:	Activity Three:	Activity Three:	Activity Three:
Accommodations and Modifications	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>
Interdisciplinary Connections	<p>Activity One: convert measurements (math)</p> <p>Activity Two:</p> <p>Activity Three:</p>			
Assessments	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Ongoing progress monitoring</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Ongoing progress monitoring</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Ongoing progress monitoring</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Ongoing progress monitoring</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project
21st Century Themes	Activity One:			

and Skills	Activity Two: Activity Three:			
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