

Scope and Sequence

Course / Grade Title: Culinary Arts/ SLE Readiness					
Course / Grade Content: Students will be able to participate in learning new concepts based on Culinary Arts Skills as well as Pre-work readiness skills. Some of these skills will address Safety in both the home, school and in the community. Skill building through the use of fine motor, math, science, organizational and workplace readiness. Prevocational skills will also be introduced, through on hands activities. Assessment will be obtained through different modalities; demonstration, visual and verbal as well as skills assessment tools.		Student Activities What will students do to demonstrate their learning? What cross-content integration is there with literacy? (Include CCSS for History, Science, and the Technical Subjects where applicable)		Assessment(s) What common assessments (formative and/or summative) will be used to measure student progress and achievement? (These may remain the same or require minimal changes for subsequent units)	Differentiation How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student? (These may remain the same or require minimal changes for subsequent units)
Unit Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Essential Standards (Include the SMP for Math)			
Unit 1: Food Safety	Food Safety Washing Hands Kitchen safety with use of utensils and appliances Keeping self-clean. Keeping area clean	Cross-content career planning Workplace readiness Use of technology and other tools Critical thinking decision making ,problem solving, Self -management skills	Washing Hands Keeping hands and hair away from food while preparing. Keeping food area clean. Wiping tables, counters (pre-work).	Demonstration of hand washing, modeling and practice for each activity. Demonstrating wiping tables counters etc.	Differentiating washing hands and wiping counters tables in all settings. Accommodating for all needs. Teaching through visual modeling and use of cues. Assessment will be obtained in all areas.
Unit 2: Waiting and Preparing	Encompasses waiting for food to cook. Waiting to load the bus. Waiting for an activity to begin. Waiting in Line in the Community.	Self-management skills Workplace readiness Safety principles	Waiting for something to begin. Waiting for food to be cooked before eating. Prepping food and waiting to eat.	Following all directions by waiting and then completing the task. Then moving onto the next step.	Accommodating through visual, verbal cues. Differentiating by using the

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Course / Grade Content:		Student Activities	Assessment(s)	Differentiation	
Unit 3 Pre-Work Readiness: wiping, washing, mixing, cutting, spraying, brushing.	Washing items; utensils, dishes. Using spray bottles in both cooking and for work readiness (dusting products, Windex) Use cookie cutters and blunt knife or safety knife, use of scissors.	Self-management Critical thinking Workplace readiness Safety principles Problem solving	Use of utensils cutting cookie cutters, safety knives. Washing and drying items. Naming utensils or any items used (window cleaner etc.)	Following directions, naming, and proper usage of items through demonstrations.	Differentiation at home school and the community of various items and tasks.
Unit 4 Pre-Work Readiness/ Culinary Arts Breaking scooping, peeling, opening	Use of additional items that are used in a variety of settings	Self-management Safety principles Problem solving Workplace readiness	Use of potato peeler. Break an egg. Scoop out cookie batter or ice-cream, avocado. Cutting items, use of cutting board.	Using the item appropriately and with skill. Completion of task with the use of each item.	Differentiation at home school work etc.
Unit 5					
Unit 6					
Unit 7					

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Course / Grade Content:	Student Activities	Assessment(s)	Differentiation		
Unit 8					
Unit 9					
Unit 10					
Unit 11					
Unit 12					

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Unit					
Unit					
Unit					
Unit					
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