

Course Name: Culinary Arts

Grade Level: 9 (Year 1)

Approval Date: Spring 2019

CULINARY ARTS I 724

1 credit

First-year students learn about concepts related to safety, first aid, sanitation, foodborne diseases, and the care and operation of food service equipment. As part of hands-on experiences, students learn about purchasing, weights and measures, tools and equipment, culinary nomenclature and recipe conversions. Restaurant management skills, including computerized point-of-sale entry systems, are learned through the operation of the public dining room. Proper table service techniques are developed. Students will have multiple opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

Scope and Sequence

Term	Duration	Unit Title	Learning Objectives (What students should know or be able to do)	CTE Industry Standard Alignment	Alignment to other standards (Common Core, etc.)
1	10 classes (4 weeks)	Keeping Food Safe (Ch. 2 L.1)	Students will: Research foodborne illness outbreaks and project the costs associated with one. Identify factors that affect the growth of pathogens. Recognize and explain the risks associated with high-risk populations. Identify and demonstrate methods for preventing biological contamination. Identify the characteristics of TCS food and list examples. Recognize the need for food defense systems. Identify the most common allergens and demonstrate methods for preventing allergic reactions. Identify government agencies that regulate the restaurant and foodservice industry. Identify personal behaviors that can contaminate food. Demonstrate proper handwashing technique, proper	Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment	CCSS.W.9-10.3.A CCSS.W.9-10.3.B W.9-10.3.C CCSS.W.9-10.3.D CCSS.W.9-10.3.E

			<p>personal cleanliness practices and work attire, proper handling of ready-to-eat foods.</p> <p>Evaluate colleagues and provide feedback in the safety and sanitation of food handling.</p> <p>Identify and demonstrate the prevention of cross-contamination and use of time-temperature devices.</p> <p>Create a variety of chicken dishes demonstrating time-temperature and sanitation techniques (Pan Fry, Chicken Parm).</p> <p>Identify and use criteria for accepting or rejecting food during receiving and characteristics of an approved food source.</p> <p>Describe and model proper procedures for storing food.</p> <p>Identify minimum internal temperature requirements for TCS food.</p> <p>Apply the knowledge of minimal internal temperature requirements in food preparation.</p> <p>Outline proper procedures for holding, cooling and reheating TCS food.</p> <p>Outline and describe proper procedures for preparing and serving for off-site service.</p> <p>List the HACCP principles and explain their importance to food safety.</p> <p>Compare and contrast in a chart when one should clean vs. sanitize.</p> <p>Outline and demonstrate proper procedures for cleaning and sanitizing tools and equipment.</p> <p>Create and evaluate a scenario and role play the sanitation and safety procedures performed in the kitchen in response to that scenario.</p> <p>Identify factors that affect the effectiveness of sanitizers.</p> <p>List the elements of the master cleaning schedule.</p> <p>Create a master cleaning schedule.</p> <p>Outline proper procedures for managing pests.</p> <p>Evaluate the kitchen performance of peers through the lens of proper sanitation and safety.</p> <p>Provide feedback and direction for improvement of safety procedures.</p>	<p>Culinary Techniques Knowledge of raw materials Accountability Dependability and presentation Communication Skills Teamwork Skills</p> <p>Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Culinary Techniques Accountability Dependability and presentation Communication Skills Teamwork Skills</p>	
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	<p>12 classes</p> <p>(2.5 weeks)</p>	<p>Introduction to the Restaurant and Food Service Industry (Ch.1 L.1) (Introduction to 21st Century Skills)</p>	<p>Identify the two segments of the restaurant and foodservice industry and classify business types. Compare and contrast the types of businesses that make up the travel and tourism industry. Outline the growth of the hospitality industry throughout the history of the world. Research chefs who have made significant culinary contributions. Research and present information on entrepreneurs who have influenced foodservice in the US. Compare and choose foodservice and career opportunities provided by the travel and tourism industry. Discriminate between reasons for travel. Analyze factors used in the ranking of commercial lodging and food service by national organizations. Describe and demonstrate front-desk operations for foodservice and lodging. Examine and demonstrate the importance of customer service to the restaurant and foodservice industry. Create and role play a scenario demonstrating proper and improper customer service techniques. List reasons for making a good first impression and demonstrate ways to do so. Describe the types of customers that may have special needs and discuss and demonstrate ways to accommodate their needs. Identify and then plan for ways to identify customer needs. Demonstrate the process of receiving and recording reservations and special requests. Demonstrate the process for taking orders at the table, beginning with the greeting. Define suggestive selling, and demonstrate how to do it. Identify methods for processing payment. Demonstrate proper use of POS. Design a system for receiving feedback from guests to determine their satisfaction. Evaluate various options for resolving customer complaints. Respond to customer complaints in a professional way.</p>		
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2	16 classes (6 weeks)	Desserts (C. 8 L. 2) (taught in tandem)	<p>Identify and use common ingredients in baking. Calculate ingredient weights using baker's percentages. Convert baking recipes to a new yield. Produce product based on new yield and adjusted recipe. Evaluate outcome of products based on change in the recipe. Differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples. Mix yeast dough using the straight-mix method. Proof and bake bakeshop items. Evaluate bake shop items for the desired outcome. Prepare and bake yeast bread, quick bread, and cake batters. Create a list of desired outcomes and evaluate breads and cake items for the desired outcome. Create a list of desired outcomes and evaluate the quality of baked pie dough when using the 3-2-1 method. Determine when blind baking is appropriate and then create and test a related recipe using blind baking. Prepare cookies using various makeup methods. Create a list of desired outcomes and bake cookies and evaluate based on the desired outcome. List the steps for preparing poached fruits and tortes. Use guidelines for plating and presenting desserts. Evaluate and critique a variety of plating presentations. Give and receive feedback from colleagues on plating presentations.</p>	<p>Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Culinary Techniques Accountability Dependability and presentation Communication Skills Teamwork Skills</p> <p>Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines Food Safety Management Proper food storage and handling techniques</p>	<p>CCSS.MATH.CONTENT.HSG.MG.A.1 CCSS.MATH.CONTENT.HSG.MG.A.2 CCSS.MATH.CONTENT.HSG.MG.A.3 CCSS.MATH.CONTENT.HSA.SSE.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.1.A CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.CED.A.2 CCSS.MATH.CONTENT.HSA.CED.A.3 CCSS.MATH.CONTENT.HSA.CED.A.4 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.B.3 CCSS.MATH.PRACTICES.1 CCSS.MATH.PRA</p>
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				<p>Clean food preparation areas, facilities or equipment</p> <p>Culinary Techniques</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Teamwork Skills</p> <p>Career Field:</p> <p>Culinary – Line Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills</p> <p>Food Safety</p> <p>Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Teamwork Skills</p>	<p>CTICES.2</p> <p>CCSS.MATH.PRACTICES.3</p> <p>CCSS.MATH.PRACTICES.5</p> <p>CCSS.MATH.PRACTICES.6</p> <p>CCSS.MATH.PRACTICES.7</p> <p>CCSS.MATH.PRACTICES.8</p> <p>VA:Cr1</p> <p>VA:Cr2</p> <p>VA:Cr3</p> <p>VA:Pr4</p> <p>VA:Pr5</p> <p>VA:Pr6</p> <p>VA:Re7</p> <p>VA:Re8</p> <p>VA:Re9</p> <p>VA:Cn10</p> <p>VA:Cn11</p>
	5 classes (2 weeks)	Professionalism (Application of 21st Century Skills)	Define, explain and model professionalism in the culinary field. Identify and explain the role of the various stations and positions in the kitchen and dining room brigades.		

		(C. 4 L.1)	<p>Demonstrate the basic math functions needed to standardize and convert recipes.</p> <p>Use conversions properly to yield smaller and larger quantities of the same recipe.</p> <p>Differentiate between customary and metric measurement units and make conversions in both systems.</p> <p>Demonstrate measuring and portioning using the appropriate smallware and utensils.</p> <p>Given a problem, calculate as purchased (AP) and edible portions (EP) amounts.</p> <p>Calculate the total cost and portion costs of a standardized recipe.</p>		
3	10 classes (4 weeks)	Equipment and Techniques (C.5 L.1)	<p>Identify the equipment needed for receiving food, storing food and supplies, and for pre-preparation.</p> <p>List the different types of knives used in the kitchen and discuss their proper use and care.</p> <p>Demonstrate the safe and proper use of a variety of knives.</p> <p>Evaluate and describe the effects of not properly cleaning and storing knives.</p> <p>Demonstrate the proper cleaning and storage techniques for knives.</p> <p>Identify and properly use the different types of pots and pans, and preparation equipment in the kitchen.</p> <p>Identify and explain the use of kitchen equipment needed for holding and serving food and beverages.</p> <p>Apply effectively mise en place through practice.</p> <p>Differentiate between seasoning and flavoring.</p> <p>Describe and demonstrate basic pre-preparation techniques.</p> <p>Describe dry-heat cooking methods and identify foods to which they are best suited.</p> <p>Create, cook, and evaluate a meal that demonstrates the dry-heat cooking method.</p> <p>Describe moist-heat cooking methods and identify foods to</p>	<p>Career Field: Culinary – Prep Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Culinary Techniques s Accountability Dependability and presentation Communication Skills Teamwork Skills</p>	<p>CCSS.MATH.PRACTICES.5</p> <p>CCSS.MATH.PRACTICES.6</p>

			<p>which they are best suited. Create, cook, and evaluate a meal that demonstrates the moist-heat cooking method. Describe combination-heat cooking methods and list the foods to which they are best suited. Create, cook, and evaluate a meal that demonstrates the combination-heat cooking method. Identify methods to determine if a food is done cooking. Explain guidelines for plating or storing food that has finished cooking. Demonstrate the proper method for plating and storing cooked food. Demonstrate knife sharpening. Demonstrate knife precision and precision cuts. Give and receive feedback on how to improve knife precision and precision cuts.</p>	<p>Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Culinary Techniques Accountability Dependability and presentation Communication Skills Teamwork Skills</p>	
	<p>10 classes (4 weeks)</p>	<p>Stocks, Sauces, and Soups (C.6 L.1)</p>	<p>Identify the four essential parts of stock and the proper ingredients for each. List and explain the various types of stock and their ingredients. Demonstrate three methods for preparing bones for stock. Prepare the ingredients for and cook several kinds of stocks. Explain and demonstrate how and why to degrease stock. Describe then demonstrate the importance of cooling stock properly. List the grand sauces and describe other sauces that can be made from them. List the proper ingredients for sauces.</p>		<p>CCSS.MATH.CONTENT.HSA.SSE.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.1.A CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.CED.A.2</p>

			<p>Prepare several kinds of sauces. Develop evaluation criteria for sauces and match them to the appropriate food. Identify the two basic kinds of soup and give examples of each. Compare the preparation for the basic ingredients for broth, consommé, puree, clear, and cream soups. Prepare each of the following: broth, consommé, puree, clear, and cream soups.</p>		<p>CCSS.MATH.CONTENT.HSA.CED.A.3 CCSS.MATH.CONTENT.HSA.CED.A.4 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.B.3 CCSS.MATH.PRACTICES.1 CCSS.MATH.PRACTICES.2 CCSS.MATH.PRACTICES.3 CCSS.MATH.PRACTICES.5 CCSS.MATH.PRACTICES.6 CCSS.MATH.PRACTICES.7 CCSS.MATH.PRACTICES.8</p>

<p>4</p>	<p>8 classes (3 weeks)</p>	<p>Serving our Guests (C. 10 L.1) Communication (C. 7 L.1)</p>	<p>Explain the importance of customer service to the restaurant and foodservice industry. List reasons for making a good first impression and demonstrate ways to do so. Describe the types of customers that may have special needs. Identify and create methods to accommodate those customers with special needs. Create a system to identify customer needs and develop methods of addressing those needs. Demonstrate the process for receiving and recording reservations and special requests. Demonstrate the process for taking orders at the table, beginning with the greeting. Create a suggestive selling technique, and demonstrate how to do it. Identify basic guidelines for serving alcohol to guests. List methods for processing payment. Construct a method to obtain feedback from guests and determine their satisfaction and respond to and resolve customer complaints. Describe the four traditional styles of service: American, French, English, and Russian. Identify contemporary styles of service. Demonstrate setting and clearing items properly. Evaluate the appropriate techniques for setting and clearing items and demonstrate improvement based on feedback. Describe traditional service staff roles, and list the duties and responsibilities of each. Roleplay the proper service staff roles given a scenario. Demonstrate the professional duties and responsibilities. Identify various service tools and demonstrate the correct way stock as a service station. Describe the skills needed for effective communication and demonstrate professional and respectful communication. Identify obstacles to effective communication and explain how to prevent them. Correlate personal characteristics and their impacts on</p>	<p>Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Culinary Techniques Marketing and the menu Knowledge of raw materials Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills</p> <p>Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills</p>	
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			<p>communication. Demonstrate effective listening skills, speaking skills, business-appropriate phone skills, and writing skills. Self-assess and evaluate effective listening and speaking skills and show improvement based on feedback. Define organizational communication and give examples of its use. Model strong organizational communication in the dining room. Describe interpersonal communication. Model ways to build relationships through interpersonal communication.</p>	<p>Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Culinary Techniques Marketing and the menu Knowledge of raw materials Accountability Dependability and presentation Communication Skills Use of computers POS systems, cash registers Teamwork Skills</p>	
	<p>12 classes (5 weeks)</p>	<p>Fruits and Vegetables (C. 9 L.1)</p>	<p>Identify and describe different types of fruit and vegetables. List and explain the USDA quality grades for produce. List factors that affect produce purchasing decisions. Identify and demonstrate the procedures for storing fruit and vegetables and how to prevent enzymatic browning of fruit. Match and cook fruit and vegetables to appropriate methods. Evaluate the quality based on the applied technique. Describe hydroponic farming. List ways to hold vegetables that maintain their quality.</p>		<p>CCSS.MATH.CONTENT.HSA.SSE.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.1.A CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.CED.A.</p>

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Course Name: Culinary Arts

Grade Level: 10 (Year 2)

Approval Date: Spring 2019

CULINARY ARTS II 734

1 credit

Second year students divide their time between food service instruction and the operation of a commercial kitchen. Students prepare appetizers, soups, salads, and entrees in the kitchen and a variety of desserts through instruction and experiences in the bakeshop. Foods prepared in the kitchen and bakeshop are then offered for sale in the public dining room. Students will have multiple opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

Scope and Sequence

Term	Duration	Unit Title	Learning Objectives (What students should know or be able to do) Students will:	CTE Industry Standard Alignment	Alignment to other standards (Common Core, etc.)
1	5 classes (2 weeks)	Safety Review and Dining room Service Review	<p>Demonstrate understanding through a pre- assessment on knowledge of food and kitchen safety and sanitation.</p> <p>Explain the importance of customer service to the restaurant and foodservice industry.</p> <p>List reasons for making a good first impression and demonstrate ways to do so.</p> <p>Describe the types of customers that may have special needs.</p> <p>Identify and create methods to accommodate those customers with special needs.</p> <p>Demonstrate the process for receiving and recording reservations and special requests.</p> <p>Demonstrate the process for taking orders at the table, beginning with the greeting.</p> <p>Create a suggestive selling technique, and demonstrate how to do it.</p>	<p>Career Field: Culinary – Prep Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills Customer Service</p> <p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Culinary Techniques</p> <p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p>	<p>CCSS.MATH.CONT ENT.HSA. SSE.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONT</p>

		<p>Chicken Parm Dinner / NOCTI skills training</p>	<p>Identify basic guidelines for serving alcohol to guests. List methods for processing payment. Construct a method to obtain feedback from guests and determine their satisfaction and respond to and resolve customer complaints. Fabricate a chicken. Demonstrate multiple techniques of cooking chicken (pan fry with hunter sauce; chicken parm). Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p>	<p>Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills</p> <p>Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Culinary Techniques Purchasing and inventory Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Accountability Dependability and presentation Communication Skills Use of computers POS systems, cash registers Teamwork Skills</p>	<p>ENT.HSA.REI.A.1 CCSS.MATH.CONT ENT.HSA.REI.B.3 CCSS.MATH.PRAC TICES.1 CCSS.MATH.PRAC TICES.2 CCSS.MATH.PRAC TICES.3 CCSS.MATH.PRAC TICES.5 CCSS.MATH.PRAC TICES.6 CCSS.MATH.PRAC TICES.7 CCSS.MATH.PRAC TICES.8</p>
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<p>10 classes (4 weeks)</p>	<p>Fruits and Vegetables (C. 9 L.1) (taught in tandem)</p> <p>Chicken Parm Dinner / NOCTI skills training</p>	<p>Identify and describe different types of fruit and vegetables. Explain the USDA quality grades for produce and recognize produce that meets grade qualities. Discuss factors that affect produce purchasing decisions. Demonstrate the procedures for storing fruit and vegetables and how to prevent enzymatic browning of fruit. Demonstrate appropriate matching and cooking of fruits and vegetables to various methods; blanching, baking, sauteing, poaching, roasting, grilling. Research and discuss the techniques, benefits, and limits of hydroponic farming. Demonstrate and explain ways to hold vegetables to maintain their quality. Cook vegetables in multiple ways (steam, saute, bake, boil). Carve fruit using techniques appropriate for various occasions and preparations. Fruit carvings apply knife skills and creative artistic ideas to create a show piece, or garnish. Carve vegetables using techniques appropriate for various occasions and preparations. Vegetable carvings, apply precision knife skills, to create a show piece, garnish or focal point for a creative plate.</p>		<p>CCSS.MATH.CONTENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONTENT.HSA.REI.A.1</p> <p>CCSS.MATH.CONTENT.HSA.REI.B.3</p> <p>CCSS.MATH.PRACTICES.1</p> <p>CCSS.MATH.PRACTICES.2 CCSS.MATH.PRACTICES.3</p> <p>CCSS.MATH.PRACTICES.5</p> <p>CCSS.MATH.PRACTICES.6</p> <p>CCSS.MATH.PRACTICES.7</p> <p>CCSS.MATH.PRACTICES.8</p>
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		Salads and Garnishing (C. 4 L. 2) (taught in tandem)	Identify, describe and evaluate a variety of the ingredients used to make salads. Describe the four parts of a salad; base, body, garnish, dressing and explain the role of each in overall composition. Explain the roles of salads on the menu. Demonstrate proper procedures for cleaning salad greens and storing salads. Differentiate among various oils and vinegars.		CCSS.MATH.CONTENT.HSA.SSE.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.1.A CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.CED.A.2 CCSS.MATH.CONTENT.HSA.CED.A.3 CCSS.MATH.CONTENT.HSA.CED.A.4 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.B.3 CCSS.MATH.PRACTICES.1 CCSS.MATH.PRACTICES.2 CCSS.MATH.PRACTICES.3 CCSS.MATH.PRACTICES.5 CCSS.MATH.PRACTICES.5

					<p>TICES.6</p> <p>CCSS.MATH.PRACTICES.7</p> <p>CCSS.MATH.PRACTICES.8</p> <p>VA:Cr1 VA:Cr2 VA:Cr3</p>
	<p>5 classes (2 weeks)</p>	<p>Potatoes and Grains (C. 11 L. 1)</p>	<p>Identify and describe the different types of potatoes, grains, pasta, and legumes. Demonstrate methods to select, receive, and store potatoes, grains, and legumes. Prepare and cook potatoes, grains, pasta, and legume using a variety of methods and recipes. Demonstrate the preparation of dumplings. Prepares and sautes potatoes, prepares rice pilaf, and create risotto. Prepares oven roasted potatoes in preparation of NOCTI exam. Evaluates the prepared potatoes, grains, pasta, and legumes that have been produced based on texture, eye appeal, flavor and consistency, and competition.</p>		<p>CCSS.MATH.CONTENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONTENT.HSA.REI.A.1</p> <p>CCSS.MATH.CONTENT.HSA.REI.B.3</p> <p>CCSS.MATH.PRACTICES.1</p> <p>CCSS.MATH.PRACTICES.2 CCSS.MATH.PRACTICES.8</p>

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2	10 classes (4 weeks)	Desserts (C. 8 L. 2) (taught in tandem) Preparation for	Demonstrate the making of chocolate with chocolate liquor, cocoa butter, and cocoa powder. Demonstrate how to store chocolate properly. Demonstrate and describe how chocolate is tempered. Discuss and demonstrate the variety of functions for icing and differentiate which are best suited for a variety of baked goods. Demonstrate the use of common ingredients in baking. Calculate ingredient weights using baker's percentages. Convert baking recipes to a new yield. Differentiate between and create lean doughs, rich doughs, sponge doughs, and sour doughs. Create and mix yeast dough using the straight-mix method. Proof bakeshop items. Prepare and bake yeast breads, quick breads, and cake batters. Describe and prepare steamed puddings and dessert souffles. Demonstrate the preparation of poached fruits and tortes. Demonstrate how to make creme anglaise, pastry creams, and Bavarian creams and explain their use in desserts.	Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers	CCSS.MATH.CONTENT.HSA.SSE.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.1.A CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.CED.A.2 CCSS.MATH.CONTENT.HSA.CED.A.3 CCSS.MATH.CONTENT.HSA.CED.A.4 CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.B.3 CCSS.MATH.PRACTICES.1

		<p>Community Thanksgiving dinner.</p>	<p>Analyze the characteristics of ice cream and compare it to other frozen desserts. Differentiate between roll-in dough, phyllo dough, and pate a choux. Prepare and bake Thanksgiving pies. Create a customer survey evaluating choice, price, taste, and quality of Thanksgiving pies. Evaluate data from customer survey and create a plan to respond to feedback. Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p>	<p>Teamwork Skills</p> <p>Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills</p> <p>Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service</p>	<p>CCSS.MATH.PRACTICES.2</p> <p>CCSS.MATH.PRACTICES.3</p> <p>CCSS.MATH.PRACTICES.5</p> <p>CCSS.MATH.PRACTICES.6</p> <p>CCSS.MATH.PRACTICES.7</p> <p>CCSS.MATH.PRACTICES.8</p> <p>VA:Cr1 VA:Cr2 VA:Cr3 VA:Pr4 VA:Pr5 VA:Pr6</p>
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				<p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Cost Control</p> <p>Culinary Techniques</p> <p>Purchasing and inventory</p> <p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Use of computers</p> <p>POS systems, cash registers</p> <p>Teamwork Skills</p>	
	<p>10 classes</p> <p>(4 weeks)</p>	<p>Cost Control (C. 3 L. 2)</p> <p>Costing Pies for Holiday (taught in tandem)</p>	<p>Identify the types of costs incurred by a foodservice business and give examples of each.</p> <p>Explain the purpose of a budget and create a budget.</p> <p>Explain the purpose of a profit-and-loss report and calculate for the holiday pies.</p> <p>Analyze a profit-and-loss report and make suggestions to improve profits.</p> <p>Explain the purpose of invoices in the food service business.</p> <p>Identify tools and methods to help control costs.</p> <p>Define and calculate food cost and food cost percentage.</p> <p>Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.</p> <p>Calculate the total cost and portion costs of a standardized recipe.</p> <p>Develop a recipe cost card for a standardized recipe.</p> <p>Explain the importance of portion control to food costs.</p>		<p>CCSS.MATH.CONT ENT.HSN.Q.A.1</p> <p>CCSS.MATH.CONT ENT.HSN.Q.A.2</p> <p>CCSS.MATH.CONT ENT.HSN.Q.A.3</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONT</p>

			<p>Give examples of portion-control devices used in food service operations.</p> <p>Identify the process to control food costs.</p> <p>Forecast sales by analyzing and evaluating sales histories, popularity indices, and production sheets.</p> <p>Calculate a recipe's yield and the number of portions it will produce.</p> <p>Use a conversion factor to calculate a new yield for an existing recipe.</p> <p>Explain the importance of standards for controlling production volume.</p> <p>Describe and implement standard procedures for controlling production volume.</p> <p>Price a menu and justify the method used to create the prices.</p>		<p>ENT.HSA.CED.A.4</p> <p>CCSS.MATH.PRACTICES.4</p> <p>CCSS.MATH.PRACTICES.7</p>
3	10 classes (4 weeks)	Nutrition (C.2 L.2) (taught in tandem)	<p>Discuss the importance of nutrition to the foodservice industry.</p> <p>Identify and give examples of the six basic types of nutrients found in food.</p> <p>Describe how phytochemicals and fiber function in the body.</p> <p>Describe the functions of carbohydrates and fats in the body.</p> <p>Identify food sources of carbohydrates, fats, and proteins.</p> <p>Describe cholesterol's function and identify its food sources.</p> <p>Describe the makeup of proteins and their function in the body.</p> <p>Identify the three major vegetarian diets and create a vegetarian meal.</p> <p>List the functions of vitamins, minerals, and water in the body.</p> <p>Identify food sources of vitamins, minerals, and water.</p> <p>Describe a healthy diet.</p>	<p>Career Field: Culinary – Prep Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills Customer Service</p> <p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Cost Control</p> <p>Culinary Techniques</p> <p>Purchasing and inventory</p> <p>Marketing and the menu</p> <p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p>	<p>VA:Re7</p> <p>VA:Re8</p> <p>VA:Re9</p> <p>VA:Cn10</p> <p>VA:Cn11</p>

		<p>Preparation for Artessey</p>	<p>Convert a traditional recipe into a healthier version. Create recipes for individuals with dietary restrictions. Use Dietary Guidelines for Americans to plan meals. Interpret information on food labels. Explain obesity and how it can be prevented.</p> <p>Create cakes within constraints of budget. Create cakes based on customer requests. Create icings and frostings.</p>	<p>Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary – Line Cook</p>	
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				<p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <ul style="list-style-type: none"> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Accountability Dependability and presentation Communication Skills Use of computers POS systems, cash registers Teamwork Skills 	
	<p>10 classes (4 weeks)</p>	<p>Salads and Garnishing (C. 4 L. 2) (taught in tandem)</p>	<p>Identify, describe and evaluate a variety of the ingredients used to make salads. Describe the four parts of a salad; base, body, garnish, dressing and explain the role of each in overall composition. Creates and prepares five salads, one from each group of salads; bound, tossed, vegetables, fruit, combination. Evaluates each group of salads; based on texture, eye appeal, flavor and consistency, and composition. Explain the roles of salads on the menu. Demonstrate proper procedures for cleaning salad greens and storing salads.</p>		<p>CCSS.MATH.CONT ENT.HSA. SSE.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.3</p>

			<p>Differentiate among various oils and vinegars. Prepare vinaigrettes and other emulsions. Demonstrate proper matching of dressings to salad ingredients. Demonstrate a variety of salad making techniques: bound, tossed, plated, and pair with a dressing. Give examples of ingredients used to make dips and prepare a variety of dips. Give examples of garnishes and prepare ingredients commonly used as garnishes. Garnish various items, including plates, desserts, and soups. Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p>		<p>CCSS.MATH.CONT ENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONT ENT.HSA.REI.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.REI.B.3</p> <p>CCSS.MATH.PRACTICES.1</p> <p>CCSS.MATH.PRACTICES.2</p> <p>CCSS.MATH.PRACTICES.3</p> <p>CCSS.MATH.PRACTICES.5</p> <p>CCSS.MATH.PRACTICES.6</p> <p>CCSS.MATH.PRACTICES.7</p> <p>CCSS.MATH.PRACTICES.8</p> <p>VA:Cr1 VA:Cr2 VA:Cr3</p>
4	10 classes	Breakfast Food (Ch. 1 L. 2)	<p>List the characteristics of milk and eggs and identify ways to cook with them safely. Explain the benefits to a variety of fat contents of creams for certain preparations.</p>	Career Field: Culinary – Prep Cook	<p>CCSS.MATH.CONT ENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONT</p>

	(4 weeks)	<p>Event: Bus Driver Breakfast Buffet</p>	<p>Differentiate between butter and butter substitutes and recognize characteristics of each and the appropriate uses in various recipes, determined by cost, final product, and nutrition. Identify the different types of cheese and give examples of each. Evaluate a variety of cheeses, based on fat content, aging process and variety of milk. Prepare and serve eggs using a variety of cooking methods. Prepare pancakes, waffles, crepes, and French toast. Prepare ham, hash, grits, cold cereals, oatmeal, and sausage. Prepare coffee, tea, and cocoa. Evaluates different varieties of coffee, tea and cocoa based on texture, eye appeal, flavor and consistency, and composition. Explain the roles of the three components of a sandwich: bread, spread, and filling. Create examples of different types of sandwiches including: simple hot, open-faced, hors d'oeuvres, grilled, deep-fried, and simple cold. Identify and properly use the necessary tools and equipment to make sandwiches at a sandwich station. Demonstrate omelet making, poaching eggs, and frying eggs. Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p>	<p><i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines Customer Service Food Safety Management Proper food storage and handling techniques</p>	<p>ENT.HSA.SSE.A.1.A CCSS.MATH.CONT ENT.HSA.CED.A.1 CCSS.MATH.CONT ENT.HSA.CED.A.2 CCSS.MATH.CONT ENT.HSA.CED.A.3 CCSS.MATH.CONT ENT.HSA.CED.A.4 CCSS.MATH.CONT ENT.HSA.REI.A.1 CCSS.MATH.CONT ENT.HSA.REI.B.3 CCSS.MATH.PRACTICES.1 CCSS.MATH.PRACTICES.2 CCSS.MATH.PRACTICES.3 CCSS.MATH.PRACTICES.5 CCSS.MATH.PRACTICES.6 CCSS.MATH.PRACTICES.7 CCSS.MATH.PRACTICES.8 VA:Cr1 VA:Cr2</p>
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				<p>Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials</p>	VA:Cr3
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				<p>Techniques for maximizing the effective manufacture and distribution of goods</p> <p>Planning menu options</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Use of computers</p> <p>POS systems, cash registers</p> <p>Teamwork Skills</p>	
	<p>10 classes (4 weeks)</p>	<p>Purchasing and Inventory (C. 5 L. 2)</p>	<p>Define the terms purchasing, selection, and procurement. Outline the objectives of the purchasing function in a foodservice operation.</p> <p>Explain the relationship between primary and intermediary sources and retailers.</p> <p>Explain the differences between formal and informal buying and the formal bidding process.</p> <p>Identify types of goods and services that a foodservice operation might buy.</p> <p>Describe the buyer's role in foodservice operations and explain the importance of ethical behavior to a buyer.</p> <p>List the factors that help to determine an operation's quality standards.</p> <p>Communicate quality standards and give examples.</p> <p>Describe buyer considerations when conducting a make-or-buy analysis.</p> <p>Outline the process for procuring products and services.</p> <p>Identify production records used to calculate buying needs.</p> <p>Write purchase orders for items to be purchased.</p> <p>List ways to verify that supplier services meet an operation's needs.</p> <p>Research and discuss factors that affect food prices.</p> <p>Demonstrate proper procedures for receiving deliveries.</p> <p>Demonstrate proper procedures for storing food and</p>		<p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.4</p> <p>CCSS.MATH.PRACTICES.6</p> <p>CCSS.MATH.PRACTICES.7</p>

			<p>supplies. Describe perpetual inventory and physical inventory systems. Explain the differences between perishable and nonperishable food items. Inventory kitchen items and create a purchasing plan for the fall.</p>		
	<p>5 classes (2 weeks)</p>	<p>Building a Successful Career in the Industry (C. 12 L. 1)</p>	<p>Identify skills needed by foodservice professionals. Outline a plan for an effective job search. Write a resume and cover letter. Compile the best examples of your work into a portfolio and complete a reflection describing strengths, skills, and areas for growth. Read and complete a job application form. Outline the steps for beginning a college search. Find resources for scholarship opportunities and identify a list of those to apply for. Participate in a mock job interview.</p>		<p>CCSS.SL.9-10.2 CCSS.SL.9-10.4 CCSS.SL.9-10.5 CCSS.SL.9-10.6</p>

Course Name: Culinary Arts

Grade Level: 11 (Year 3)

Approval Date: Spring 2019

CULINARY ARTS III 744

2 credits

Third-year students enhance their skills through more sophisticated recipes and processes. Restaurant and dining room supervisory skills are learned and practiced. A research paper or major project is required. Certifications available to Culinary III students include ServSafe, TIPS, NOCTI, National Restaurant Association Certificate of Achievement (upon successful competition of ProStart Level I and II), and Certified Junior Culinarian (through the American Culinary Federation). Students will have multiple opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

Scope and Sequence

Term	Duration	Unit Title	Learning Objectives (What students should know or be able to do)	CTE Industry Standard Alignment	Alignment to other standards (Common Core, etc.)
1	4 classes (2 weeks)	Safety Pro-start Review	<p>Students will:</p> <p>Review and take a pre-assessment on knowledge of food and kitchen safety and sanitation. Create a plan to properly prevent and manage pests. Explain the HACCP principles and their importance to food safety. Discuss government agencies that regulate the restaurant and foodservice industry. Research chefs who have made significant culinary contributions. Present an oral report highlighting entrepreneurs who have influenced foodservice in the US.</p>	<p>Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control</p>	

				<p>Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control</p>	
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				<p>Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu</p>	
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				<p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p> <p>Planning menu options</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Use of computers</p> <p>POS systems, cash registers</p> <p>Teamwork Skills</p>	
	<p>8 classes (3 weeks)</p>	<p>Purchasing and Inventory (C. 5 L.2) (taught in tandem)</p>	<p>Define the terms purchasing, selection, and procurement.</p> <p>Outline the objectives of and purpose for the purchasing function in a foodservice operation.</p> <p>Explain the relationship between primary and intermediary sources and retailers.</p> <p>Explain the differences between formal and informal buying and the formal bidding process.</p> <p>Identify goods and services that a foodservice operation might buy.</p> <p>Describe the buyer's role in foodservice operations and explain the importance of ethical behavior to a buyer.</p> <p>Identify factors that help to determine an operation's quality standards.</p> <p>Communicate quality standards and give examples.</p> <p>Describe buyer considerations when conducting a make-or-buy analysis.</p> <p>Outline the process for procuring products and services.</p> <p>Identify production records used to calculate buying needs.</p> <p>Write purchase orders for items to be purchased.</p> <p>Identify ways to verify that supplier services meet an operation's needs.</p>		<p>CCSS.MATH.CONTENT. HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT. HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT. HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT. HSA.CED.A.4</p> <p>CCSS.MATH.PRACTICE S.6</p> <p>CCSS.MATH.PRACTICE S.7</p>

			<p>Explain factors that affect food prices.</p> <p>Demonstrate proper procedures for receiving deliveries, and for storing food and supplies.</p> <p>Describe perpetual inventory and physical inventory systems.</p> <p>Explain the differences between perishable and nonperishable food items and identify these items in the current inventory.</p>		
	<p>8 classes (3 weeks)</p>	<p>Fruits and Vegetables (C. 9 L.1)</p>	<p>Recognize and explain different qualities of a variety of fruit and vegetables.</p> <p>List and explain the USDA quality grades for produce.</p> <p>Identify factors that affect produce purchasing decisions.</p> <p>Identify and demonstrate the procedures for storing fruit and vegetables and how to prevent enzymatic browning of fruit.</p> <p>Match and cook fruit and vegetables to appropriate methods.</p> <p>Research and report on hydroponic farming.</p> <p>Identify ways to hold vegetables that maintain their quality and demonstrate proper methods of doing so.</p> <p>Design attractive salads.</p> <p>Create a variety of dips.</p> <p>Give examples of garnishes and prepare ingredients commonly used as garnishes.</p> <p>Garnish various items, including plates, desserts, and soups.</p> <p>Steam and saute vegetables to desired specifications.</p> <p>Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p>		<p>CCSS.MATH.CONTENT. HSA.SSE.A.1</p> <p>CCSS.MATH.CONTENT. HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTENT. HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT. HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT. HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT. HSA.CED.A.4</p> <p>CCSS.MATH.CONTENT. HSA.REI.A.1</p> <p>CCSS.MATH.CONTENT. HSA.REI.B.3</p> <p>CCSS.MATH.PRACTICE S.1</p> <p>CCSS.MATH.PRACTICE S.2 CCSS.MATH.PRACTICE S.3</p> <p>CCSS.MATH.PRACTICE S.5</p>

					<p>CCSS.MATH.PRACTICE S.6</p> <p>CCSS.MATH.PRACTICE S.7</p> <p>CCSS.MATH.PRACTICE S.8</p> <p>VA:Cr1 VA:Cr2 VA:Cr3</p>
2	8 classes (3 weeks)	<p>Meat, Poultry, and Seafood (C. 6 L. 2)</p> <p>NOCTI skills preparation</p>	<p>Outline federal grading systems for meat, poultry, and seafood.</p> <p>Describe the various types of meat, poultry, and seafood.</p> <p>Identify the proper purchasing and storing procedures for meat, poultry, and fish.</p> <p>Discuss and identify factors that affect purchasing decisions for meat, poultry, and seafood.</p> <p>Outline basic techniques for cooking meat, poultry, and seafood.</p> <p>Match various cooking methods with different forms of meat, poultry, and seafood.</p> <p>Identify and describe different types of charcuterie.</p> <p>Explain garde manger and how it relates to charcuterie.</p> <p>Fabricate chicken.</p> <p>Demonstrate multiple cooking methods for chicken.</p> <p>Pan saute potatoes.</p> <p>Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p>	<p>Career Field: Culinary – Prep Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective</p>	<p>CCSS.MATH.CONTENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONTENT.HSA.REI.A.1</p> <p>CCSS.MATH.CONTENT.HSA.REI.B.3</p> <p>CCSS.MATH.PRACTICE</p>

				<p>manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective</p>	<p>S.1 CCSS.MATH.PRACTICE S.2 CCSS.MATH.PRACTICE S.3 CCSS.MATH.PRACTICE S.5 CCSS.MATH.PRACTICE S.6 CCSS.MATH.PRACTICE S.7 CCSS.MATH.PRACTICE S.8 VA:Cr1 VA:Cr2 VA:Cr3 VA:Re7 VA:Re8 VA:Re9</p>
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				<p>manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options</p>	
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				Accountability Dependability and presentation Communication Skills Use of computers POS systems, cash registers Teamwork Skills	
	5 classes (3 weeks)	Desserts (C. 8 L.2) (in tandem)	Identify and use common ingredients in baking. Calculate ingredient weights using baker's percentages. Convert baking recipes to a new yield. Produce product based on new yield and adjusted recipe. Evaluate outcome of products based on change in the recipe. Differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples. Mix yeast dough using the straight-mix method. Proof and bake bakeshop items. Evaluate bake shop items for the desired outcome. Prepare and bake yeast bread, quick bread, and cake batters. Create a list of desired outcomes and evaluate breads and cake items for the desired outcome. Create a list of desired outcomes and evaluate the quality of baked pie dough when using the 3-2-1 method. Determine when blind baking is appropriate and then create and test a related recipe using blind baking. Prepare cookies using various makeup methods. Create a list of desired outcomes and bake cookies and evaluate based on the desired outcome. Use guidelines for plating and presenting desserts. Evaluate and critique a variety of plating presentations. Give and receive feedback from colleagues on plating presentations. Explain how chocolate is made using chocolate liquor, cocoa butter, and cocoa powder. Make chocolate.		CCSS.MATH.CONTENT. HSA.SSE.A.1 CCSS.MATH.CONTENT. HSA.SSE.A.1.A CCSS.MATH.CONTENT. HSA.CED.A.1 CCSS.MATH.CONTENT. HSA.CED.A.2 CCSS.MATH.CONTENT. HSA.CED.A.3 CCSS.MATH.CONTENT. HSA.CED.A.4 CCSS.MATH.CONTENT. HSA.REI.A.1 CCSS.MATH.CONTENT. HSA.REI.B.3 CCSS.MATH.PRACTICE S.1 CCSS.MATH.PRACTICE S.2 CCSS.MATH.PRACTICE S.3

			<p>Demonstrate how to store chocolate properly.</p> <p>Explain how chocolate is tempered and demonstrate this technique.</p> <p>Explain how creme anglaise, pastry creams, and Bavarian creams are made, and used in desserts.</p> <p>Prepare creme anglaise, pastry creams, and Bavarian creams.</p> <p>Describe the characteristics of ice cream and compare to other frozen desserts.</p> <p>Prepare poached fruits and tortes.</p> <p>Create pate a choux, eclairs, and cream puffs.</p> <p>Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p>		<p>CCSS.MATH.PRACTICE S.5</p> <p>CCSS.MATH.PRACTICE S.6</p> <p>CCSS.MATH.PRACTICE S.7</p> <p>CCSS.MATH.PRACTICE S.8</p> <p>VA:Cr1 VA:Cr2 VA:Cr3 VA:Pr4 VA:Pr5 VA:Pr6</p>
	<p>5 classes (2 weeks)</p>	<p>Marketing (C. 7 L. 2) (in tandem)</p>	<p>Define marketing, and discuss the steps in the marketing process.</p> <p>Explain the role that marketing plays in determining products and services.</p> <p>Identify factors that affect a market environment.</p> <p>Define target market, and explain why it is important to a business.</p> <p>Identify parts of and purpose for a SWOT analysis.</p> <p>Create a plan to attract and keep customers.</p> <p>Design a promotion for the CHARIHotech dining room.</p> <p>Discuss the importance of training to promotions.</p> <p>Compare and contrast types of sales promotions.</p> <p>Identify the benefits of and opportunities for public relations.</p> <p>Explain the importance of the menu to a food service operation.</p> <p>Compare and contrast a la carte, table d'hote, California, limited, du jour, and cycle menus.</p> <p>Explain the principles and purpose of menu layout and design.</p> <p>Identify ways to test new menu items.</p>		<p>CCSS.MATH.CONTENT.HSN.Q.A.1</p> <p>CCSS.MATH.CONTENT.HSN.Q.A.2</p> <p>CCSS.MATH.CONTENT.HSN.Q.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.4</p> <p>CCSS.MATH.PRACTICE S.4</p>

			<p>Explain the purposes of a menu sales mix analysis. Relate profitability and target margin. Classify menu items according to their popularity. List and compare basic pricing methods. Create a menu demonstrating strong organization and pricing.</p>		CCSS.MATH.PRACTICE S.7
3	10 classes (4 weeks)	Sustainability in the Restaurant and Food Service Industry (C. 9 L. 2)	<p>Relate sustainability and conservation. Explain why water conservation is so important. Create a plan for a restaurant or foodservice operation that will improve the efficiency of its water usage. Compare and contrast renewable and nonrenewable energy sources. Explain why energy efficiency is important. Create a plan for a restaurant or foodservice operation which will improve the efficiency of its energy consumption. Suggest methods for a restaurant or foodservice operation to make structural improvements to its facility in a sustainable way. Collect data about waste and create a plan to reduce the total amount of waste. Identify items that can be reused and recycled and explain how that can reduce waste and increase profit. Explain local sourcing and discuss its benefits. Create a plan that a restaurant or food service operation should take to purchase and then promote the use of sustainable food products. Research the issues surrounding the global production of seafood, coffee, animals, and organic food.</p>	<p>Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills</p>	<p>CCSS.RI.11-12.1 CCSS.RI.11-12.2 CCSS.RI.11-12.3 CCSS.RI.11-12.4 CCSS.RI.11-12.6 CCSS.W.11-12.2.A CCSS.W.11-12.2.B CCSS.W.11-12.2.C CCSS.W.11-12.2.D CCSS.W.11-12.2.E. CCSS.W.11-12.2.F</p>

				<p>Use of computers, POS systems, cash registers</p> <p>Teamwork Skills</p> <p>Career Field: Culinary - Baker</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills</p> <p>Use of cutlery, molds, commercial ovens and forming machines</p> <p>Customer Service</p> <p>Food Safety</p> <p>Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Cost Control</p> <p>Culinary Techniques</p> <p>Purchasing and inventory</p> <p>Marketing and the menu</p> <p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p> <p>Planning menu options</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p>	
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				<p>Use of computers, POS systems, cash registers</p> <p>Teamwork Skills</p> <p>Career Field: Culinary – Line Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills</p> <p>Customer Service</p> <p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Cost Control</p> <p>Culinary Techniques</p> <p>Purchasing and inventory</p> <p>Marketing and the menu</p> <p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p> <p>Planning menu options</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Use of computers</p> <p>POS systems, cash registers</p>	
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				Teamwork Skills	
	10 classes (4 weeks)	Nutrition (C.2 L. 2)	<p>Identify the six basic types of nutrients in foods and explain their importance for health and nutrition.</p> <p>Provide examples of phytochemicals and fiber function in the body.</p> <p>Apply the knowledge of the functions of carbohydrates, fats, and proteins in the body in food preparation.</p> <p>Create a low cholesterol meal using healthier substitutions.</p> <p>Create a vegetarian meal which represents each of the three vegetarian diets.</p> <p>List the functions of vitamins, minerals, and water in the body.</p> <p>Identify food sources of vitamins, minerals, and water.</p> <p>Identify and explain the function of food additives.</p> <p>Explain the impact of the nutrition and health to the digestive process.</p> <p>Demonstrate food preparation techniques that preserve nutrients.</p> <p>Convert traditional recipes to healthier options, based on a specific dietary restriction; low fat, dairy free, wheat free, egg/nut free, low sugar.</p> <p>Suggest substitutes for high-fat items and create recipes that use such substitutes.</p> <p>Create menus for individuals with allergies and dietary restraints.</p> <p>Prepare a menu item that has been adjusted to fit a specific health restriction; low fat, dairy free, wheat free, egg/nut free, low sugar.</p> <p>Evaluate the healthy alternative item to the original recipe; by flavor, texture, appearance, consistency.</p> <p>Research and report recent developments in food production that may affect nutrition.</p>		

4	20 classes (8 weeks)	Global Cuisine (American) (C. 10 L. 2)	<p>Compare and contrast the major influences, ingredients, flavors, and cooking techniques of Northeastern, Midwestern, Southern, Southwestern, and Pacific Coast American cuisine.</p> <p>Compare and contrast the major influences, ingredients, flavors, and cooking techniques of Mexican and Central American cuisine.</p> <p>Identify and describe the major influences, ingredients, flavors, and cooking techniques of Caribbean cuisine.</p> <p>Identify and describe the major influences, ingredients, flavors, and cooking techniques of Brazilian and Bolivian cuisine.</p> <p>Create meals showcasing techniques and flavors of Global Cuisine.</p> <p>Prostart Exam - Level 1</p>	<p>Career Field: Culinary – Prep Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills</p> <p>Career Field: Culinary - Baker</p>	<p>CCSS.MATH.CONTENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONTENT.HSA.REI.A.1</p> <p>CCSS.MATH.CONTENT.HSA.REI.B.3</p> <p>CCSS.MATH.PRACTICE S.1</p> <p>CCSS.MATH.PRACTICE S.2</p> <p>CCSS.MATH.PRACTICE S.3</p> <p>CCSS.MATH.PRACTICE S.5</p> <p>CCSS.MATH.PRACTICE S.6</p> <p>CCSS.MATH.PRACTICE S.7</p> <p>CCSS.MATH.PRACTICE S.8</p>
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				<p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <ul style="list-style-type: none"> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers POS systems, cash registers Teamwork Skills 	
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Course Name: Culinary Arts

Grade Level: 12 (Year 4)

Approval Date: Spring 2019

CULINARY ARTS IV 784

2 credits

Fourth-year students will have the opportunity to choose their specific focus in culinary, baking or restaurant management. Students will have the opportunity to demonstrate their specialized area through a Restaurant Concept project. Certifications available to Culinary IV students include ServSafe, ServSafe Alcohol Assessment, NOCTI, National Restaurant Association Certificate of Achievement (upon successful competition of ProStart Level I and II), and Certified Junior Culinarian (through the American Culinary Federation). Students are encouraged to participate in an internship. Culinary Arts students receive a fourth math credit toward graduation requirements upon successful completion of the program. Students will have multiple opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

Scope and Sequence

Term	Instructional Days	Unit Title	Learning Objectives (What students should know or be able to do) Students will:	CTE Industry Standard Alignment	Alignment to other standards (Common Core, etc.)
1	3 classes (1 week)	Serve Safe (alcohol training)	Identify basic guidelines for serving alcohol to guests. Demonstrate proper use of POS. Design a system for receiving feedback from guests to determine their satisfaction. Evaluate various options for resolving customer complaints. Respond to customer complaints in a professional way. Differentiate between the four traditional styles of service: American, French, English, and Russian. Demonstrate contemporary styles of service. Demonstrate setting and clearing items properly. Describe traditional service staff roles, and list the duties and responsibilities of each.	Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Purchasing and inventory Marketing and the menu Knowledge of raw materials	

		<p>Stock a service station correctly with the appropriate tools for an event.</p> <p>Discuss criminal liability as it relates to the sale and service of alcohol.</p> <p>Identify criminal violations and civil liability as it is related to the sale and service of alcohol and describe the consequences.</p> <p>Explain the dram shop law.</p> <p>Research and describe the impact of employee violations on the owner and the establishment and identify consequences.</p> <p>Identify liquor authority violations and their consequences.</p> <p>Research laws restricting alcohol service.</p> <p>Describe alcohol's path through the body and how the liver processes alcohol.</p> <p>Identify factors that affect a guest's BAC.</p> <p>Categorize drinks that contain the same amount of alcohol.</p> <p>Demonstrate how to count drinks accurately to minimize negative consequences.</p> <p>Recognize the physical and behavioral signs of intoxication.</p> <p>Role play methods for preventing guests from becoming intoxicated.</p> <p>Recognize acceptable forms of identification and validity.</p> <p>Compare and contrast the characteristics of a valid ID for minors and adults.</p> <p>Demonstrate the proper procedure for checking ID's and use ID readers properly.</p>	<p>Accountability Dependability and presentation</p> <p>Communication Skills</p> <p>Teamwork Skills</p> <p>Career Field: Culinary – Line Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Customer Service</p> <p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Marketing and the menu</p> <p>Knowledge of raw materials</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Teamwork Skills</p>	
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			<p>Roleplay how to handle a customer with a fake ID and the proper protocol for reporting the event.</p> <p>Roleplay a professional procedure for stopping alcohol service to a guest and for handling intoxicated guests who attempt to leave the premises.</p> <p>Roleplay a safe procedure for handling a guest who has arrived at the establishment intoxicated.</p> <p>Create a procedure for identifying a designated driver.</p> <p>Create a procedure for handling potentially violent situations and for handling illegal activities.</p> <p>Identify incidents that require documentation.</p> <p>Serve Safe Alcohol Assessment</p>		
	<p>13 classes (5 weeks)</p>	<p>Marketing (C. 7 L. 2)</p>	<p>Examine and demonstrate the importance of customer service to the restaurant and foodservice industry.</p> <p>Create and role play a scenario demonstrating proper and improper customer service techniques.</p> <p>List reasons for making a good first impression and demonstrate ways to do so.</p> <p>Describe the types of customers that may have special needs and discuss and demonstrate ways to accommodate their needs.</p> <p>Identify and then plan for ways to identify customer needs.</p> <p>Demonstrate the process of receiving and recording reservations and special requests.</p> <p>Demonstrate the process for taking orders at the table, beginning with the greeting.</p> <p>Define suggestive selling, and demonstrate how to do it.</p> <p>Define marketing, and discuss the steps in the marketing process.</p>		<p>CCSS.MATH.CONTE NT.HSA. SSE.A.1</p> <p>CCSS.MATH.CONTE NT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.4</p> <p>CCSS.MATH.CONTE NT.HSA.REI.A.1</p> <p>CCSS.MATH.CONTE NT.HSA.REI.B.3</p>

			<p>Apply knowledge of the factors that affect the market environment to CHARIHOTech event.</p> <p>Define the target market, and explain why it is important to the CHARIHOTech dining room.</p> <p>Perform SWOT analysis on the Chariho dining room.</p> <p>Create a plan to attract and keep customers for CHARIHOTech.</p> <p>Design promotions for CHARIHOTech events and dining room.</p> <p>Identify the importance of training to promotions for the CHARIHOTech events.</p> <p>Classify menu items according to their popularity.</p> <p>Create a menu demonstrating strong organization and pricing for a CHARIHOTech event.</p>		<p>CCSS.MATH.PRACTICES.1</p> <p>CCSS.MATH.PRACTICES.2</p> <p>CCSS.MATH.PRACTICES.3</p> <p>CCSS.MATH.PRACTICES.5</p> <p>CCSS.MATH.PRACTICES.6</p> <p>CCSS.MATH.PRACTICES.7</p> <p>CCSS.MATH.PRACTICES.8</p>
2	20 classes (8 weeks)		<p>Design and develop a menu.</p> <p>Creating ingredients and production lists for specific events.</p> <p>Cost for specific events.</p> <p>Create production lists and products for events.</p> <p>Design kitchen (stations and execution pathway).</p> <p>Implement and demonstrate safety and sanitation practices.</p> <p>Demonstrate skills associated with all positions in the kitchen and in front of the house.</p> <p>Set goals, reflect, and recalibrate.</p> <p>Evaluate individual and group performance in alignment with the 21st Century Skills, Learner</p>	<p>Career Field: Culinary – Prep Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills</p> <p>Customer Service</p> <p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Cost Control</p> <p>Culinary Techniques</p> <p>Purchasing and inventory</p>	<p>CCSS.MATH.CONTENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTENT</p>

		<p>Qualities, and the procedures for production.</p> <p>NOCTI Exam (Performance Tasks)</p>	<p>Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills</p>	<p>NT.HSA.CED.A.4 CCSS.MATH.CONTE NT.HSA.REI.A.1 CCSS.MATH.CONTE NT.HSA.REI.B.3 CCSS.MATH.PRACTI CES.1 CCSS.MATH.PRACTI CES.2 CCSS.MATH.PRACTI CES.3 CCSS.MATH.PRACTI CES.5 CCSS.MATH.PRACTI CES.6 CCSS.MATH.PRACTI CES.7 CCSS.MATH.PRACTI CES.8 VA:Cr1 VA:Cr2 VA:Cr3 VA:Re7 VA:Re8 VA:Re9</p>
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				<p>Use of computers, POS systems, cash registers</p> <p>Teamwork Skills</p> <p>Career Field: Culinary – Line Cook</p> <p><i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills</p> <p>Customer Service</p> <p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Cost Control</p> <p>Culinary Techniques</p> <p>Purchasing and inventory</p> <p>Marketing and the menu</p> <p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p> <p>Planning menu options</p> <p>Accountability</p> <p>Dependability and presentation</p> <p>Communication Skills</p> <p>Use of computers</p> <p>POS systems, cash registers</p> <p>Teamwork Skills</p>	

3	20 classes (8 weeks)	Global Cuisine (World Cuisine)(C. 11 L.2)	<p>Create dishes implementing the major influences, ingredients, flavors, and cooking techniques of French, Italian, and Spanish cuisine.</p> <p>Create dishes implementing the major influences, ingredients, flavors, and cooking techniques of Moroccan, Greek, and Tunisian cuisine.</p> <p>Create dishes implementing the major influences, ingredients, flavors, and cooking techniques of Egyptian, Iranian, and Saudi Arabian cuisine.</p> <p>Create dishes implementing the major influences, ingredients, flavors, and cooking techniques of Chinese, Japanese, and Indian cuisine.</p> <p>Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.</p> <p style="text-align: center;"><i>Serve Safe Assessment ProStart Exam - Level 2</i></p>	<p>Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills Customer Service Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p> <p>Cost Control</p> <p>Culinary Techniques</p> <p>Purchasing and inventory</p> <p>Marketing and the menu</p> <p>Knowledge of raw materials</p> <p>Techniques for maximizing the effective manufacture and distribution of goods</p> <p>Planning menu options</p> <p>Accountability Dependability and presentation</p> <p>Communication Skills</p> <p>Use of computers, POS systems, cash registers</p> <p>Teamwork Skills</p> <p>Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i></p> <p>Knife Skills</p> <p>Use of cutlery, molds, commercial ovens and forming machines</p> <p>Customer Service</p> <p>Food Safety Management</p> <p>Proper food storage and handling techniques</p> <p>Clean food preparation areas, facilities or equipment</p>	<p>CCSS.MATH.CONTE NT.HSA. SSE.A.1</p> <p>CCSS.MATH.CONTE NT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.3</p> <p>CCSS.MATH.CONTE NT.HSA.CED.A.4</p> <p>CCSS.MATH.CONTE NT.HSA.REI.A.1</p> <p>CCSS.MATH.CONTE NT.HSA.REI.B.3</p> <p>CCSS.MATH.PRACTI CES.1</p> <p>CCSS.MATH.PRACTI CES.2</p> <p>CCSS.MATH.PRACTI CES.3</p> <p>CCSS.MATH.PRACTI CES.5</p> <p>CCSS.MATH.PRACTI CES.6</p> <p>CCSS.MATH.PRACTI CES.7</p> <p>CCSS.MATH.PRACTI CES.8</p>
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				<p>Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills</p>	<p>VA:Cr1 VA:Cr2 VA:Cr3 VA:Pr4 VA:Pr5 VA:Pr6 VA:Cn10 VA:Cn11</p>
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				Use of computers POS systems, cash registers Teamwork Skills	
4	20 classes (8 weeks)	Event Planning	Design and develop a menu. Creating ingredients and production lists for specific events. Cost for specific events. Create production lists and products for events. Design kitchen (stations and execution pathway). Implement and demonstrate safety and sanitation practices. Demonstrate skills associated with all positions in the kitchen and in front of the house. Set goals, reflect, and recalibrate. Evaluate individual and group performance in alignment with the 21st Century Skills, Learner Qualities, and the procedures for production.	Career Field: Culinary – Prep Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary - Baker <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Use of cutlery, molds, commercial ovens and forming machines	CCSS.MATH.CONTE NT.HSA. SSE.A.1 CCSS.MATH.CONTE NT.HSA.SSE.A.1.A CCSS.MATH.CONTE NT.HSA.CED.A.1 CCSS.MATH.CONTE NT.HSA.CED.A.2 CCSS.MATH.CONTE NT.HSA.CED.A.3 CCSS.MATH.CONTE NT.HSA.CED.A.4 CCSS.MATH.CONTE NT.HSA.REI.A.1 CCSS.MATH.CONTE NT.HSA.REI.B.3 CCSS.MATH.CONTE NT.HSN.Q.A.1 CCSS.MATH.CONTE NT.HSN.Q.A.2 CCSS.MATH.CONTE NT.HSN.Q.A.3 CCSS.MATH.PRACTI CES.1

				Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers, POS systems, cash registers Teamwork Skills Career Field: Culinary – Line Cook <i>Skills/Knowledge needed to be prepared for entry-level work:</i> Knife Skills Customer Service Food Safety Management Proper food storage and handling techniques Clean food preparation areas, facilities or equipment Cost Control Culinary Techniques Purchasing and inventory Marketing and the menu Knowledge of raw materials	CCSS.MATH.PRACTI CES.2 CCSS.MATH.PRACTI CES.3 CCSS.MATH.PRACTI CES.5 CCSS.MATH.PRACTI CES.6 CCSS.MATH.PRACTI CES.7 CCSS.MATH.PRACTI CES.8 VA:Cr1 VA:Cr2 VA:Cr3 VA:Pr4 VA:Pr5 VA:Pr6 VA:Re7 VA:Re8 VA:Re9 VA:Cn10 VA:Cn11
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				Techniques for maximizing the effective manufacture and distribution of goods Planning menu options Accountability Dependability and presentation Communication Skills Use of computers POS systems, cash registers Teamwork Skills	
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In accordance with the Rhode Island Department of Education CTE Standards:

Career Field: Culinary – Prep Cook

Expected industry credential(s) or certificate(s) granted upon the career and technical education program completion (if applicable): American Culinary Federation (ACF) accreditation for culinary education (ACF) ProStart National Certificate of Achievement (COA) ServSafe Food Safety Manager Certification

Career Field: Culinary – Baker

Expected industry credential(s) or certificate(s) granted upon the career and technical education program completion (if applicable): ProStart National Certificate of Achievement (COA) ServSafe Food Safety Manager Certification

Career Field: Culinary – Line Cook

Expected industry credential(s) or certificate(s) granted upon the career and technical education program completion (if applicable): American Culinary Federation (ACF) accreditation for culinary education (ACF) ProStart National Certificate of Achievement (COA) ServSafe Food Safety Manager Certification

Resources and References:

[American Culinary Federation \(NOCTI\)](#)

[Common Career Technical Core](#)

ELA Common Core Standards: [Chariho ELA Curriculum](#)

Math Common Core Standards (Chariho Math Credit/Course Waiver): [Chariho Math Curriculum](#)

National Art Standards (Chariho Art Credit/Course Waiver): [Gr. K-12 Chariho Visual Arts Curriculum](#)

[National Standards for Family and Consumer Science Education](#)

[Rhode Island Department of Education CTE Program Standards](#)

Text: Foundations of Restaurant Management and Culinary Arts Level 1 and 2