

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

CULINARY II

Grades 10-12
Family and Consumer Science
Trumbull High School

2016

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Culinary II

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10th – 12th Grade

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION

The creation of the class will take the students to another level for “Foods”. “Food is Life,” the Culinary Institute of America has said. We want to know the answer to varied “why” questions such as “Why should we do it this way?” and “How will we find the answers?” By reading about foods and studying them, we will seek answers to these questions. This Culinary II class goes beyond the basic goals of the Culinary I course. It introduces the students to a commercially equipped kitchen, practice technique, the development of professional skills, how to discipline time, and how to work in collaboration with fellow students. As they progress, the students are also introduced to the working situations of a public service Café. Students intermingle with faculty or/and invited guests who will simulate an actual functioning restaurant based on 2015 Student Performance Standards.

PHILOSOPHY

Culinary II, within the mission of the Family and Consumer Sciences education program, is to empower young adults to effectively manage emerging life issues by applying skills, analyzing options, and strengthening interpersonal competencies through an interrelated curriculum that recognizes and values diversity.

The expectation of Culinary II is to develop a set of professional skills. A key attribute that has come to the forefront is a positive attitude, which helps the student not only to learn but also to persevere and overcome the many difficulties of a food service career.

In the current age of the pocket phone, many young people have become somewhat socially isolated. The student will have to step back from this device and constantly polish the collaborative skills to work with people of all sorts and to make an operation successful. We will not forget the ability to continue to learn from one another, and to acquire a full range of skills that create volumes of experiences and a dedication to quality.

COURSE DESCRIPTION

This course is designed to implement and explore practices of the Professional Commercial Kitchen. The actual mechanics of operations with respect to appearance, the art of cooking techniques, and, as professional chefs say, “the economy of movement,” are the elements that will be presented and practiced. The preparation of food, its presentation, including the combining of the senses will be paramount. Students will be provided with the authentic experiences typical to the environment of a restaurant that aligns with Connecticut standards.

Course Name: Culinary II

Level: Grades 10 - 12

Prerequisites: Culinary I with at least a B+ average. Bake Shop I recommended.

Materials Required: Culinary Chef Uniform

General Description of the Course:

Would you like to enhance your culinary skills beyond Culinary I and Bake Shop I and learn to cook like a pro? This course is designed for those students with previous basic culinary technique who want to learn more about meal planning and food preparation. Students are introduced to basic café operation and the a la carte kitchen. They are taught enhanced cooking skills and preparation of appetizers, soups, salads, sandwiches, entrees, and baking. They will also produce large quantities of food for outside catering requests. These tasks give the student the opportunity and skills to work in our professional commercial kitchen and Café. All students registered in this course will be required to purchase the culinary chef uniform.

Major Projects

Hands-on production based on material studied in each unit.

Assessments:

Written homework, quizzes, and tests. Hands-on production and preparation. Cooperative learning with others. Final Exam.

Text

Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

GOALS

The goals of Culinary II are aligned with the Connecticut State Framework Standards. Students will also be exposed to industry standards as they participate through independent research, collaborative problem solving, demonstration and practical experiences.

Students will:

- Analyze career paths within the food production and food service industries.
- Demonstrate food safety and sanitation procedures.
- Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- Evaluate factors that affect food safety, from production through consumption.
- Demonstrate procedures applied to safety issues.
- Demonstrate preparation for all menu categories to produce a variety of food products.
- Demonstrate menu planning based on standardized recipes.
- Analyze career paths within hospitality, food production and services, and food science.

Unit 1

Career Paths

Content Standards

Culinary and Food Production.A. - Career Paths: Analyze career paths within the food production and food service industries.

- A.1 Explain the roles, duties and functions of individuals engaged in food production and service careers.
- A-2 Summarize education and training requirements and opportunities for career paths in food production and services.
- CCSS.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Performance Standards

At the completion of this unit, students will:

- Understand the value of taking time after graduation to look at possible career and all potential options.
- Explain the importance of higher education for the culinary field.
- Select an avenue in the culinary field that was never traditionally recognized other than food preparation.

Essential and Focus Questions

- What is the typical day in the commercial kitchen?
- What role does the food service industry play in the economy?
- What kind of educational institutions are available in higher education?
- What are the different types of culinary education?

Scope and Sequence

1. What are the different levels of the chain of command in a restaurant operation?
 - a. Categorize positions in the corresponding food facilities.
 - b. Distinguish the personnel of a rear of the house from the front-of-the-house operations
2. What kind of degree is needed to qualify for a professional status?
 - a. Understand the commitment of higher education
 - i. Social Life
 - ii. Family obligations
 - iii. Relocation
 - iv. Transportation
 - v. College involvement
 - vi. Economic pressures

- b. Explain the financial responsibility of post-secondary education
 - i. Savings
 - ii. Personal loans & student loans
 - iii. Grants & scholarships
 - iv. Family support
- c. Compare the different degrees and the expectation at each level
 - i. Certificates
 - ii. Associate Degree
 - iii. Bachelor Degree
 - iv. Master's Degree
 - v. Culinary Federation Certification

Instructional/Teaching Strategies

- Unit organizers
- Brainstorming
- Comprehension questions based on class readings and homework
- Group project
 - Charts for comparisons

Technology Competency Standards

ISTE Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Assured Learner Activities

All students will:

- Observe invited area chefs to demonstrate the process of putting together one of their favorite dishes.
- Observe representatives from area culinary colleges and conduct a cooking lesson.
 - Optional: Field trip to the Culinary Institute of America and/or Johnson & Wales University
- Read and analyze (in open class discussion) the publication of *Kitchen Confidential* by Anthony Bourdain.

- Describe in writing the culinary position that would be interesting to pursue for future employment.
- Work in teams to create a comparison chart using Excel the various costs of attending the institutions covered in class.
- Complete homework assignments including pre-reading for classroom demonstrations.

Evaluation/Assessment Methods

- Homework assignments
- Written quizzes and test
- Oral presentations by pairs who created comparisons based on two questions:
 - What thing surprised you about the career position you selected to study?
 - What things interest you about the career position you selected to study?

Time Allotment

- Approximately 2 – 3 weeks

Unit 2

Food Safety & Sanitation

Content Standards

Culinary and Food Production.B. - Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

- B.3 Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
 - B.4 Describe food service management safety and sanitation program procedures.
 - B.5 Demonstrate good personal hygiene and health procedures and report symptoms of illness.
 - B.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
- CCSS.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Performance Standards

At the completion of this unit, students will:

- Handle food in a safe, sanitary manner.
- Explain the Flow of Food through HACCP (Hazard Analysis Critical Control Point).
- Demonstrate practices to follow for proper fire safety.
- Demonstrate and explain personal safety.

Essential and Focus Questions

1. Sanitary Food Handling
 - a. What does food safety mean?
 - b. What is the importance of good grooming and personal hygiene?
 - c. What is the difference between cleaning and sanitizing?
 - d. What are disposing and recycling?
 - e. What attracts rodents & pests?
2. The Flow of Food & HACCP
 - a. How would I describe the flow of food?
 - b. What is the procedure to store food?
 - c. How can I cook food safely?
 - d. What is the difficulty when serving food?
3. Fire Safety
 - a. What would I consider a fire hazard when preparing food?
 - b. How should I react to a fire situation in a food establishment?
 - c. Should I consider a fire plan for a restaurant the same as a residency?
4. Personal Safety
 - a. What are common accidents in a restaurant operation?
 - b. Are there guidelines for prevention?
 - c. How should I treat an accident?

Scope and Sequence

1. Sanitary Food Handling
 - a. Activities, standards, and procedures to keep food from being contaminated
 - b. Cleaning removes dirt and sanitizing kills bacteria that remains (Green is Clean and Red is Dead)
 - c. Procedures of preparing food for cooking
 - d. Holding food at the proper temperatures and reheating to the proper temperatures safely
2. The Flow of Food & HACCP
 - a. The steps of food: from the delivery truck to the plate
 - b. Holding or storing food in three locations
 - c. Pest & rodent recognition & control
3. Fire Safety
 - a. Today's fire hazards and fire control
 - b. Types of fires and the extinguishers to use
 - c. A fire plan that we grow up with at home is similar to a plan for a commercial establishment
4. Personal Safety
 - a. Keeping ourselves clean and well
 - b. How to treat an accident or seek help
 - c. Ability to give a basic diagnosis of an injury on the job
 - d. How to prevent an accident to myself or fellow employee or customer

Instructional/Teaching Strategies

- Lecture from associated chapters for the textbook
- Power Point presentation generated from the text *Introduction to Culinary Arts*
- Worksheets pertaining to the stated topics
- Demonstrations
 - Mock use of a fire extinguisher
 - Act out responses to “hurry” situations
 - Difficulty breathing
 - CPR
 - Use of a defibrillator
- “Mall walk” written by students about their education environment, picking out the following items:
 - Safety issues
 - Broken equipment
 - Storage areas for perishables.
- Unit organizers, brainstorming, comprehension questions based on class readings and homework, group projects, & charts for comparisons

Technology Competency Standards

ISTE Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration –Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Assured Learner Activities

All students will:

- Observe the presentation by the town sanitarian
 - What inspectors look for
 - Common infractions
 - What is an inspector’s day like?
- Observe a demonstration on first aid by the school nurse of day-to-day common accidents throughout the school
 - Observe a hands-on demonstration of how to treat a “Hurry” case
- Differentiate between the types of fire hazards
- Explain how to receive, handle, and store food for short and long periods of time
- Explain procedures to follow for broken equipment
- Complete homework assignments including pre-reading for classroom demonstrations

Evaluation/Assessment Methods

- Homework assignments
- Written quizzes and test
- Oral explanations by individuals of created lists consisting of the possible fire hazards in our food service facility and improving sanitation procedures.
- Students will recite &/or demonstrate procedures to follow in “Hurry” situations.

Time Allotment

- Approximately 3 weeks

Unit 3

Commercial Food Service Equipment

Content Standards

Culinary and Food Production.C. - Food Service Equipment: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

- C.8 Operate and maintain tools and equipment following safety procedures and OSHA requirements.
- C.9 Demonstrate procedures for cleaning, sanitizing, and storing equipment, tools, serving dishes, glassware, and utensils to meet industry standards and OSHA standards.
- C.10 Identify a variety of equipment used for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- CCSS.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- CCSS.HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- CCSS.HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Performance Standards

At the completion of this unit, all students will:

- Identify various small ware and large-duty equipment with the use of flash cards.
- Identify the actual equipment found in our kitchen. Explain the characteristics and use of each.
- Explain the cost and ways of purchasing such equipment.
- Explain the needs of the equipment.

Essential and Focus Questions

- Work Stations and Work Lines
 - What is a “Work Line”?
 - What are the different types?
- Work Flow in the Kitchen
 - What is Work Flow Efficiency?
- Preparation and Cooking Equipment
 - What are the different machines using the different heat applications?
 - What are the five pieces commonly used in food preparation?
 - What are the cleaning practices for cooking equipment?

- Receiving & Storage Equipment
 - How do I identify the different receiving areas & equipment?
 - How do I identify the different storage areas & equipment?
 - What are the qualities of storage equipment?
 - How do I recognize the qualities of refrigeration equipment commonly found in a commercial kitchen?
- Holding & Service Equipment
 - What is the purpose of holding equipment?
 - What types are there?

Scope and Sequence

1. Work Stations and Work Lines
 - a. Types and differences of work stations
 - b. Safety procedures
2. Requirements of work flow
 - a. Preparation Equipment
 - b. Chopping, Slicing, & Grinding Equipment
 - c. Mixing and Blending Equipment
 - d. Cleaning & Sanitizing
3. Cooking Equipment
 - a. Kettles, Steamers, and Sous Vide Machine
 - b. Ranges, Ovens, Grill, Broilers, Fryers, & Griddles
 - c. Selecting Equipment
 - d. Cleaning & Sanitizing
4. Receiving & Storage
 - a. Refrigeration
 - b. Freezer
 - c. Storeroom
 - d. Types
 - e. Shelving
 - f. Containers
 - g. Cleaning & Sanitizing
5. Holding Equipment
 - a. Maintaining hot temperatures
 - b. Maintaining cold temperatures

Instructional/Teaching Strategies

- Lecture from the associated chapters of the textbook
- Power Point presentation generated from the text *Introduction to Culinary Arts*
- Worksheets pertaining to the stated sections
- Explanation, demonstration, and “hands on” operation of the equipment in the instructional kitchen

Technology Competency Standards

ISTE Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manager projects, solve problems and make informed decisions using appropriate digital tools and resources.

Assured Learner Activities

All students will:

- Setup, tear down, and clean a single tank dishwasher and pot washing sink
- Demonstrate the lighting of standing pilot lights on a commercial range
 - Be able to set temperatures on range, convection, and convention ovens
 - Determine the proper equipment (small wares, pots, & pans) associated with the various cooking applications and techniques
 - Demonstrate the procedure of using, including the cleaning & sanitizing in a safe manner of a,
 - Bench mixer
 - Floor mixer
 - Food processor
 - Slicing machine
- Select the various utensils, cooking vessels, & measuring equipment needed to successfully prepare recipes as needed
- Complete homework assignments including pre-reading for classroom demonstrations

Evaluation/Assessment Methods

- Homework assignments
- Written quizzes and test
- Accurately, in a reasonable time frame, students will have to identify and select the various utensils, cooking vessels, & measuring equipment needed to successfully prepare instructor-given recipes.
- During hands-on production, students will have to clean and sanitize work station, kitchen equipment, and pot ware area at the conclusion of the day.

Time Allotment

- Approximately 2 weeks

Unit 4

Commercial & Restaurant Food Preparation

Content Standards

Nutrition and Food Production.E. Food Safety: Evaluate factors that affect food safety, from production through consumption.

- E.11 Determine conditions and practices that promote safe food handling, production, and consumption.
- E.12 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- E.13 Describe food borne illness as a health issue for individuals and families.

Nutrition and Food Production.G. Safety Issues: Demonstrate procedures applied to safety issues.

- G.17 Demonstrate skills in safe handling of knives, tools, and equipment.
- G.18 Examine procedures for safe and secure storage for equipment and tools.

Nutrition and Food Production.H. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

- H.19 Describe and practice good personal hygiene/health procedures, and report symptoms of illness.
- H.20 Explain and demonstrate methods for properly handling and storing both raw and prepared foods.
- H.21 Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.
- H.22 Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.

Nutrition and Food Production.I. Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment.

- I. 23 Describe and demonstrate techniques for operating tools and equipment following safety procedures.
- I.24 Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
- I.25 Describe and demonstrate the proper procedure for storing equipment and tools.

Nutrition and Food Production.K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

- K.28 Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.
- K.29 Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.
- K.30 Describe and demonstrate the process for preparing various meats and poultry.
- K.31 Describe and demonstrate the process for preparing various stocks, soups, and sauces.

- K.32 Describe and demonstrate the process for preparing various fruits, vegetable, starches, and farinaceous items.
- K.33 Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings.
- K.34 Describe and demonstrate the process for preparing baked goods and desserts.
- K.35 Describe and demonstrate the process for preparing eggs, grains, and batter products.
- K.36 Describe and demonstrate techniques for food presentation.
- CCSS.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the test.
- CCSS.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- CCSS.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- CCSS.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CCSS.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCSS.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- CCSS.HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- CCSS.HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Performance Standards

At the completion of this unit all students will:

- Understand the various forms of breakfast items and prepare them in a safe and sanitary manner.
- Understand and explain what sauces are composed of, and prepare and store.
- Understand and explain what soups are composed of, and prepare and store.

- Recognize and prepare various cuts of meats from selected common animals using the proper cooking techniques.
- Recognize and prepare various starches, grains, and pastas using the proper cooking techniques.
- Recognize and prepare various vegetables and fruits using the proper cooking techniques.
- Recognize and prepare different techniques of various breads, pastries, and desserts.

Essential and Focus Questions

1. Breakfast Foods
 - a. What is this egg that comes in its own container?
 - b. What are the assorted cooking techniques used to prepare egg dishes?
 - c. What are the common breakfast meats used and how are they prepared?
 - d. How do I prepare and serve tea and coffee?
 - e. Are there breakfast drinks without caffeine?
2. Sauces
 - a. Are “grand” sauces similar?
 - b. What are the components of sauces?
 - c. How do we store sauces for later use?
3. Soups
 - a. How do I prepare the different types of recipes?
 - b. Is it safe to reheat and serve soup?
 - c. What is meant by, and what is the function of a garnish?
4. Meats, Poultry, Seafood
 - a. How important is food presentation?
 - b. Why is it important to know the anatomy of the different animals and seafood?
 - c. Can I associate the different meat cuts with the proper cooking methods?
 - d. How do the different market types influence a restaurant operation?
5. Starches, Grains & Pastas
 - a. How do I select grains for preparation?
 - b. Can we not rehydrate grains and pastas for restaurant menus?
6. Vegetables & Fruits
 - a. Are the structures and preparation the same for both vegetables and fruits, or are they different?
 - b. What cooking techniques are necessary for preparing vegetables and fruits?
7. Baking
 - a. Is it necessary to be familiar with baking techniques in a commercial culinary facility?
 - b. What is the difference between commercial baking and hotel/restaurant baking?
 - c. How do I use formulas that are used in commercial baking in a restaurant?

Scope and Sequence

- Breakfast foods:
 - Market forms of eggs and breakfast meats, cereals, and beverages
 - Selection of small wares and cooking vessels for egg recipes, breakfast meats, cereals, & beverages
 - Preparation techniques of egg recipes, breakfast meat, cereals, & beverages
- Sauces
 - Types and recipes
 - Proper storage & reheating
 - Sauce derivatives
- Soups
 - Types & recipes
 - Proper storage & reheating
- Meats, Poultry, & Seafood
 - Association of fabricated cuts with cooking techniques
 - Market forms
 - Storage
- Starches, Grains & Pastas
 - Types, preparation, & recipes
 - Proper storage
 - Market forms
- Vegetables & Fruits
 - Types, preparation, & recipes
 - Proper storage
 - Market forms
- Baking
 - Ingredients & equipment
 - Recipes
 - Bread production
 - Pies
 - Rolled dough
 - Cakes, icings, & decorating

Instructional/Teaching Strategies

- Lecture from the associated chapters of the textbook
- Power Point presentation generated from the text *Introduction to Culinary Arts*
- Worksheets pertaining to the stated sections
- Planning and organizational charts of supplies needed, order forms of supplies, organizing in groups various food items or recipes
- “Mall Walk” on the topics at different intervals of the unit
- Demonstrations
- “Hands-on” applications

Technology Competency Standards

ISTE Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Assured Learner Activities

After the completion of lectures on the different topics, the students will be assigned to groups of 2 members.

- Each team will complete tasks varying from:
 - slicing and dicing of fruits and vegetables
 - cleaning and cutting different kinds of meats
 - preparing grains and starches
 - selecting appropriate cooking vessels associated with the different cooking techniques
 - cleaning and sanitizing
- All students will bring it all together to prepare various recipes that can or will be served in our “Café”.
- All students will complete homework assignments including pre-reading for classroom demonstrations

Evaluation/Assessment Methods

- Homework assignments
- Written quizzes and test
- Students will complete the tasks stated on the wall-mounted task chart throughout the third and fourth quarters.
- Students will prepare recipes stated on the menu items being offered in the Café.

Time Allotment

- Approximately 12 – 16 weeks

UNIT 5

Menu Planning & Development

Content Standards

Nutrition and Food Production. J. – Demonstrate menu planning based on standardized recipe.

- J.26 Decide and apply menu planning principles to develop, adjust, and modify recipes and menus.
- J.27 Analyze food, equipment, and supplies needed for menus.
- CCSS.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the test.
- CCSS.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- CCSS.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- CCSS.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CCSS.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCSS.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- CCSS.HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- CCSS.HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Performance Standards

At the completion of this unit all students will:

- Understand the value of a standardized recipe.
- Understand the different types of menus.
- Understand the planning or creation of a menu.
- Understand the methods and steps of pricing menu items.

Essential and Focus Questions

- What and why is a standardized recipe necessary?
- Why are the menus in food establishments different?
- How do we create a menu for a restaurant?
- Where does the price come from?

Scope Sequence

1. What and why is a standardized recipe necessary?
 - a. Purposes
 - b. Parts
2. Why are the menus in food establishments different?
 - a. Purpose of the Menu
 - i. The planning tool
 - ii. Mission statement
 - iii. Type of food
 - iv. Service style
 - v. Worker's skills
 - vi. Required equipment
 - vii. Competitors
 - b. Types of different menus
 - i. A la carte
 - ii. California menus
 - iii. Du jour menus
 - iv. Table d'hôte
 - v. Fixed menus
 - vi. Cyclical menus
 - vii. Limited menus
3. How do I create a menu for a restaurant?
 - a. Planning & Organizing
 - i. Type of place & customers
 - ii. Facility, staff experience, and equipment
 - iii. Liability of truthfulness
4. Where does the price come from?
 - a. Determining prices
 - b. Methods
 - c. Deciding on the prices

Instructional/Teaching Strategies

- Lecture from the associated chapters of the textbook
- Power Point presentation generated from the text *Introduction to Culinary Arts*
- Worksheets pertaining to the stated sections
- Use of graphic organizer
- Researching and comparing menus on the internet of various restaurants in the area

Technology Competency Standards

ISTE Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration –Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Assured Learner Activities

All students will:

- Recognize and explain the different menu styles and formats
- Create a standard recipe and show the calculation of conversions for a new yield result
- Calculate the cost of a standard recipe and establish a selling price
- Compose a menu of several categories and items
 - Select the material for the menu to be printed on
 - Use artwork displaying the theme
 - Explain the menu items
- Complete homework assignment that include pre-reading for classroom demonstrations

Evaluation/Assessment Methods

- The class will be divided into teams of two. Each team will develop an ala carte menu for the Café. Before writing the menu, the team will compose and print a mission statement for the Café. Each team will select and produce one item, its signature item, from the appetizer list and then one item from the main-course list. Evaluation will be done by the instructor of the course and several teacher volunteers within the school with rubric in hand.

Time Allotment

- Approximately 3 weeks

Unit 6

Front-of-the-House Service

Performance Standards

Nutrition and Food Production.F. – Career Paths: Analyze career paths within hospitality, food production and services, and food science.

- F.14 Determine education and training requirements and opportunities for career paths in food production and services.
- F.15 Identify opportunities for employment.
- CCSS.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- CCSS.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- CCSS.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CCSS.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCSS.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- CCSS.HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- CCSS.HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Performance Standards

At the completion of this unit all students will:

- Understand the meaning of a Front-of-the-House operation.
- Explain the different skills and education needed for serving customers.

- Explain and identify the equipment used in at the Front-of-the-House.
- Set up and serve a table of four.

Essential and Focus Questions

- What is meant by “Front-of-the-House Brigade?”
- What levels of skill and education are needed to serve people?
- Do I need a personality?
- How is this equipment different from the equipment I use at home?
- Why do waiters serve people differently in different types of establishments?
- Why do restaurants set tables differently?

Scope and Sequence

1. What is meant by “Front-of-the-House Brigade”?
 - a. Basic math skills
 - b. Taking reservations
 - c. Greeting and seating of the customer
2. Is this equipment different from equipment I use at home?
 - a. Service Equipment
 - b. Service Ware
 - c. Beverage Equipment
 - d. Coverings & Covers
 - e. Cleaning & Sanitizing
3. Why do waiters serve people differently in different types of establishments?
4. Why do restaurants set tables differently?
 - a. Service Style
 - i. Common International
 - ii. Common American Styles
 1. Serving the Guest
 - a. Presenting the menu
 - b. Serving food
 - c. Serving the courses in sequence
 - d. Presenting the check

Instructional/Teaching Strategies

- Lecture from the associated chapters of the textbook
- Power Point presentation generated from the text *Introduction to Culinary Arts*
- Worksheets pertaining to the stated sections
- Demonstrate the set-up and procedures of service

Technology Competency Standards

ISTE Standards:

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration –Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Assured Learner Activities

All students will:

- Become familiar with the front-of-the-house equipment and then set up the Café as if were to be used for specific types of service.
- Role Playing – The class will be broken up into front-of-the-house staff and customers. The purpose is to develop a comfort zone and practice the proper techniques to greet a guest, serve, and clear.
- Actual Service - Students will serve pre-plated meals according to a variety of service styles to teachers in the later part of the school year.
- Complete homework assignments including pre-reading for classroom demonstrations.

Evaluation/Assessment Methods

- Homework assignments
- Written quizzes and tests
- Oral presentations by pairs on the procedures and reasonings of setting different styles of service
- Students will be evaluated by the actual customers with the use of a rubric on the days of service in the Café

Time Allotment

- Approximately 3 weeks

COURSE CREDIT

Two Credits

Double Period Every Day – Full Year

PREREQUISITES

The prerequisite for this course is “B+” average in Culinary I.

TEXT(S)

Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

CURRENT REFERENCES

Bourdain, Anthony. *Kitchen Confidential*. New York, Ecco, 2007.

The Culinary Institute of America. *The Professional Chef*. Hoboken, NJ: Wiley, 2011.

Ellmer, Bruno H. *Classical and Contemporary Italian Cooking for Professionals*. New York: Van Nostrand Reinhold, 1989.

Gisslen, Wayne. *Essentials of Professional Cooking*. Hoboken, NJ: Wiley, 2003.

Gisslen, Wayne. *Professional Baking*. Hoboken, NJ: Wiley, 2008.

Larsen, Linda. *The Everything No Trans Fat Cookbook*. Avon, MA: Adams, 2007.

Lynch, Francis T. *The Book of Yields: Accuracy in Food Costing and Purchasing*. Hoboken, NJ: Wiley, 2010.

Shulman, Martha Rose. *Spain and the World Table*. New York: DK, 2008.