Curriculum: Culinary Arts I

Curricular Unit: Overview of the Restaurant and Foodservice Industry

Instructional Unit: A. Explore the history and careers of the food service, tourism, and lodging industries

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SSGLE:</th>
<th>MUSWH.3a.U (Geography); ECP.4.A,H (US History)</th>
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<tr>
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**Unit (Section 3)**

**Learning Targets:**

1. Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them

2. Categorize the types of businesses that make up the travel and tourism industry

3. Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States

4. Research chefs who have made significant culinary contributions, and note their major accomplishments

5. Research entrepreneurs who have influenced foodservice in the United States

6. Identify foodservice opportunities provided by the travel and tourism industry

7. Identify career opportunities offered by the travel and tourism industry

8. Identify the two major categories of jobs in the restaurant and foodservice industry

9. Name reasons people travel

10. Describe the differences between leisure and business travelers

11. Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments
• 1.12 List and describe the characteristic types of lodging operations

• 1.13 List and describe activities associated with front-desk operations

**Overarching Targets (Pro-Start):**

- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 5.5 Demonstrate the proper use of all kitchen equipment
- 3.17 Demonstrate the correct and safe use of knives
- 5.7 Apply effective mise en place through practice
- 7.4, 7.5 Demonstrate effective listening and speaking skills
- 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment
- 2.20 Demonstrate proper procedures for storing food
- 3.5 Demonstrate all personal safety procedures

**Instructional Strategies:**

- The teacher will introduce content with:
  - teacher-guided PowerPoints:
    - “Scope and History of Foodservice and Restaurant Industry”
    - “Tourism”
    - “Traveling”
  - collaborative group discussions
  - videos: Lodging-Hilton DVD(*business*) vs. Disney (*leisure*)
  - demonstrations of techniques required for kitchen labs
  - a guest speaker: Capitol Plaza rep (lodging and entertainment)
- Students will:
  - take guided notes
  - prepare a timeline of major events in the history of foodservice – post in the classroom
  - choose a chef to research and prepare a short presentation to share with the class (video, PowerPoint)
  - research different entrepreneurs in the last 200 years that have made major differences in the US foodservice industry
  - explain and illustrate commercial vs. non-commercial sectors of the food service industry
  - perform multiple kitchen labs and skill and cooking practicals
### Assessments/Evaluations:

- **Formative:**
  - ProStart I generated pre-assessment ProStart Daily bell-ringer associated with learning targets
  - Foodservice Timeline poster
  - Famous Chef in History project
  - Commercial/Non-Commercial poster
  - Chefs in History Quiz (Teacher created)
  - Kitchen labs
- **Summative:**
  - Skill practical on:
    - slicing and dicing onion correctly
    - reheating taco soup correctly using the probe thermometer
    - blanching and chilling vegetables to al dente
  - **Cooking Practical:**
    - Blanch and chill green beans
    - Sauté green beans
  - **Terminology quiz ProStart I – Chapter 1**

### Sample Assessment Questions:

- What careers do you think fall in the area of food service?
- How do you determine whether a food service career is for you?
- What would be sources to learn about a food service career?
- What current trends in society influence the food service industry?
- Analyze and compare chefs in history and their impact on the foodservice industry.
- Compare and contrast the two segments of the restaurant and foodservice industry.

### Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- **eTextbook:** *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom
Cross Curricular Connections:

- **ELA:**
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- **Visual Arts:** Communicate information and ideas visually
- **Social Studies** – apply:
  - knowledge of economic concepts and principles
  - understanding of relationships within places

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Food Safety & Sanitation

Instructional Unit: B. Identify and demonstrate ways to keep food safe through the use of proper sanitation techniques

Standard Alignments (Section 2)

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<thead>
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Unit (Section 3)

Learning Targets:

- 2.1 Research what a foodborne-illness outbreak is and list the costs associated with one
- 2.2 Recognize risks associated with high-risk populations
- 2.3 Identify factors that affect the growth of pathogens (FAT TOM)
- 2.4 Identify characteristics of TCS food and list examples
- 2.5 Identify methods for preventing biological contamination
- 2.6 List guidelines for storing chemicals safely
- 2.7 Recognize the need for food defense systems
- 2.8 Identify the most common allergens and methods for preventing allergic reactions
- 2.9 Identify government agencies that regulate the restaurant and foodservice industry
- 2.10 List personal behaviors that can contaminate food
- 2.11 List the steps to proper hand washing, and identify when hands should be washed
• 2.12 Demonstrate proper personal cleanliness practices and appropriate work attire
• 2.13 Identify ways to handle ready-to-eat food safely
• 2.14 Identify when food handlers should be prevented from working around food or from working in the operation
• 2.15 Identify ways to prevent cross-contamination
• 2.16 Identify ways to prevent time-temperature abuse
• 2.17 List different temperature-measuring devices and their uses
• 2.18 Identify characteristics of an approved food source
• 2.19 Identify criteria for accepting or rejecting food during receiving
• 2.20 Demonstrate proper procedures for storing food
• 2.21 Identify the minimum internal temperature requirements for cooking various TCS
• 2.22 Demonstrate proper procedures for holding, cooling, and reheating TCS food
• 2.23 Identify ways to handle food ready for service
• 2.24 Outline proper procedures for preparing and serving food for off-site service
• 2.25 List the HACCP principles and explain their importance to food safety
• 2.26 Explain and illustrate the difference between cleaning and sanitizing
• 2.27 Demonstrate proper procedures for cleaning and sanitizing tools and equipment
• 2.28 Identify factors that affect the effectiveness of sanitizers
• 2.29 List the elements of a master cleaning schedule
• 2.30 Identify organizations that certify that equipment meets sanitation standards
• 2.31 Outline proper procedures for managing pests
Overarching Targets (Pro-Start):

- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 5.5 Demonstrate the proper use of all kitchen equipment
- 3.17 Demonstrate the correct and safe use of knives
- 5.7 Apply effective mise en place through practice
- 7.4, 7.5 Demonstrate effective listening and speaking skills
- 3.5 Demonstrate all personal safety procedures

Instructional Strategies:

- The teacher will introduce content with:
  - teacher-guided PowerPoints:
    - “Foodborne Illness”
    - “Food Handlers”
    - “Contaminate Food”
    - “Flow of Food”
    - “HACCP Plan”
  - collaborative group discussions
  - videos:
    - Cleaning vs. Sanitizing
    - Cooling Methods
    - Receiving Methods
    - General Service Guidelines
    - Storage Guidelines
    - Hand Washing
    - Cooking Temperatures
  - demonstrations of techniques required for Kitchen labs
  - a guest speaker: Environmental Health Manager of Jefferson City
- Students will:
  - choose a foodborne illness currently in the news and:
    - research
    - prepare a presentation
    - share with the class
  - rewrite a Chicken Caesar recipe identifying:
    - critical control points
    - safety and sanitation risks
  - create a flow chart referencing a Taco Soup recipe to identify critical control points and flow of food not identified in the recipe
• explain and illustrate the:
  • final cooking temperatures
  • difference between cleaning & sanitizing
  • 6 steps in hand washing
  • perform multiple kitchen labs and skill and cooking practicals
  • create a safety poster based on:
    • foodborne illnesses
    • common allergens
  • identify the 10 least wanted foodborne pathogens and the sources from [www.fightbac.org](http://www.fightbac.org) – list the pathogen and its source

Assessments/Evaluations:

• Formative:
  • ProStart I generated:
    • pre-assessment ProStart Daily bell-ringer associated with learning targets
    • post-assessment ProStart Daily exit slip associated with learning targets
  • Foodborne Illness in the News project
  • Rewriting teacher-provided recipes
  • Flow chart utilizing a teacher-provided recipe
  • Food Safety poster
  • Research project on the Least Wanted Foodborne Pathogens
  • Kitchen labs
• Summative:
  • Skill practical on:
    • mincing garlic and parsley correctly
    • cooking chicken to correct temperature using the probe thermometer
    • proper workstation set up
  • Terminology quiz ProStart I – Chapter 2

Sample Assessment Questions:

• What is a foodborne illness and what defines it as an outbreak?
• Who is most affected by a foodborne illness?
• What are the costs of a foodborne illness to an establishment?
• What are the six conditions needed for pathogens to grow?
• What is the temperature danger zone?
• List and explain the costs associated with a foodborne-illness outbreak.
• Compare and contrast cleaning and sanitizing.
Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom

Cross Curricular Connections:

- **ELA:**
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- **Math:**
  - Represent inequalities describing nutritional and cost constraints on combinations of different foods
  - Number sense
- **Health – apply:**
  - practices that preserve and enhance the safety and health of oneself and others
  - the cause and effect relationships that influence food safety
- **Visual Arts:** Communicate information and ideas visually
- **Social Studies:** Apply understanding of relationships within places

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Culinary Arts I
Curricular Unit: Kitchen Workplace Safety
Instructional Unit: C. Implement workplace safety consistently

**Standard Alignments (Section 2)**

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**Unit (Section 3)**

**Learning Targets:**

- 3.1 State who is legally responsible for providing a safe environment and ensuring safe practices
- 3.2 Define the role of Occupational Safety and Health Administration regulation
- 3.3 State the Hazard Communication Standard requirements for employers
- 3.4 List the requirements for storing hazardous chemicals in an operation
- 3.5 Explain the importance of general safety audits and safety training
- 3.6 Explain the importance of completing accident reports
- 3.7 Describe the purpose of an emergency plan
- 3.8 List ways to use protective clothing and equipment to prevent injuries
- 3.9 Identify electrical hazards that contribute to accidental fires
- 3.10 Classify different types of fires and fire extinguishers
- 3.11 Identify the cleaning frequency for equipment as a way to prevent fires
- 3.12 Outline the actions to take in the event of a fire at a restaurant or foodservice operation
• 3.13 Identify procedures for preventing slips, trips, and fall in a foodservice operation

• 3.14 Outline the procedure for cleaning up spills on floors

• 3.15 Demonstrate how to use ladders safely

• 3.16 Demonstrate proper lifting and carrying procedures to avoid injury

• 3.17 Demonstrate correct and safe use of knives

• 3.18 Outline basic first aid concepts and procedures

• 3.19 Recognize the importance of locking doors

**Overarching Targets (Pro-Start):**

• 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils

• 5.5 Demonstrate the proper use of all kitchen equipment

• 5.7 Apply effective mise en place through practice

• 7.4, 7.5 Demonstrate effective listening and speaking skills

• 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment

• 2.20 Demonstrate proper procedures for storing food
### Instructional Strategies:

- The teacher will introduce content with:
  - teacher-guided PowerPoints:
    - “Preventing Accidents and Injuries”
    - “Proper Use of Equipment”
    - “Cleaning and Care of Equipment”
  - collaborative group discussions
  - videos:
    - *Avoiding Burns*
    - *Fryer Safety*
    - *Knife Safety*
    - *Lifting Safety*
  - cemonstration of techniques required for kitchen labs
  - a guest speaker: OSHA representative

- Students will:
  - take guided notes
  - prepare a “master cleaning schedule” and present to the class the proper use and cleaning of chosen equipment/area
  - choose an OSHA project – research and prepare a short presentation to share with the class (video, PowerPoint, poster)
  - explain and illustrate the proper use of industry equipment
  - perform multiple kitchen labs and skill and cooking practicals

### Assessments/Evaluations:

- Formative:
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - OSHA poster/project
  - Master Cleaning Schedule project/presentation
  - Fire Matching quiz (Teacher created)
  - Kitchen labs

- Summative:
  - Skill practical on:
    - cleaning equipment correctly
    - calibrating 3 thermometers
    - labeling and storage of foods
  - Terminology quiz ProStart I – Chapter 3
Sample Assessment Questions:

- What is the role of OSHA?
- How can an employer make it safe for their employees?
- What are the differences in classification of fires and fire extinguishers?
- What are the guidelines in case of a fire in a foodservice operation?
- What are the procedures for preventing slips and falls?
- What are the basic first aid procedures?

Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom

Cross Curricular Connections:

- **ELA:**
  - Technical Reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- **Health:** Apply practices that preserve and enhance the safety and health of oneself and others
- **Physical Education:** Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment
- **Visual Arts:** Communicate information and ideas visually

Depth of Knowledge (Section 5)

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Kitchen Essentials #1

Instructional Unit: D. Identify professional kitchen essentials and understand standardized recipes

**Standard Alignments (Section 2)**

| HECLE: HME.4.A |
| SSGLE: ECP.4.A.H (US History) |
| VAGLE: PP.3.B (HS Level 3) |
| Knowledge: (CA) 1,4,6 (FA) 1,3 (MA) 1,5 (SS) 4 |
| CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7; N-Q.1; N-Q.3; A-CED.4 |
| NETS: 1b; 2b; 4b |
| Performance: 1.2, 2.1, 2.5, 3.8 |

**Unit (Section 3)**

Learning Targets:

- 4.1 Define professionalism, and explain what it means to culinary professionals
- 4.2 List the stations and positions in the kitchen brigade and the dining brigade
- 4.3 Perform basic math calculations using numbers or fractions
- 4.4 Research the components and functions of a standardized recipe
- 4.5 Convert recipes to yield smaller and larger quantities based on operational needs
- 4.6 Explain the difference between customary and metric measurement units, and convert units between the two systems
- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 4.8 Given a problem, calculate as purchased (AP) and edible portion (EP) amounts
- 4.9 Calculate the total cost and portion costs of a standardized recipe
Overarching Targets (Pro-Start):
- 5.5 Demonstrate the proper use of all kitchen equipment
- 3.17 Demonstrate the correct and safe use of knives
- 5.7 Apply effective mise en place through practice
- 7.4, 7.5 Demonstrate effective listening and speaking skills
- 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment
- 2.20 Demonstrate proper procedures for storing food
- 3.5 Demonstrate all personal safety procedures

Instructional Strategies:
- The teacher will introduce content with:
  - teacher-guided PowerPoints:
    - “Kitchen Math”
    - “Food Costing: AP/EP”
    - “Standardized Recipes”
  - collaborative group discussions
  - videos:
    - Scales
    - Weight vs. Volume
    - Count Measurement
    - US and Metric Systems
  - demonstration of techniques required for kitchen labs
  - a guest speaker: Hy-Vee bakery manager (portion control)
- Students will:
  - take guided notes
  - view a culinary TV show – explain and illustrate culinary professionalism citing specific examples from the viewing
  - complete a restaurant concept project – research and prepare a short presentation to share with the class (video, PowerPoint)
  - research utilizing 3 foodservice websites provided to complete standardized recipes
  - recipe costing and recipe conversion practice
  - explain and illustrate as purchased (AP) and edible purchased (EP) amounts
  - perform multiple kitchen labs and skill and cooking practicals
Assessments/Evaluations:
- **Formative:**
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Culinary Professionalism Review paper
  - Food Costing project
  - Restaurant Concept project
  - Recipe Conversion quiz (teacher-created)
  - Recipe Costing quiz (teacher-created)
  - Kitchen labs
- **Summative:**
  - Skill practical on:
    - AP/EP carrots
    - correctly using knives
    - identifying parts of a chef’s knife
    - identifying 6 different knives and uses
    - proper cleaning and sanitizing of a knife
  - Cooking practical knife cuts:
    - Julienne
    - Batonnet
    - Dice
    - Brunoise
    - Mince
    - Diagonal
  - Terminology quiz ProStart I – Chapter 4

Sample Assessment Questions:
- What are the stations and positions in the kitchen brigade and the dining brigade?
- What cups do you use to measure ¾ cup of flour?
- What is the difference between customary and metric units?
- How do you determine how much food products are needed and how much goes to waste?

Instructional Resources/Tools:
- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
- Careers through Culinary Arts Program
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Cross Curricular Connections:

- **ELA:**
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- **Visual Arts:** Communicate information and ideas visually
- **Social Studies:** Apply knowledge of economic concepts and principles
- **Math:**
  - Number sense
  - Use units to guide the solution
  - Convert units between US and metric systems
  - Use formulas to solve equations

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Kitchen Essentials #2

Instructional Unit: E. Identify professional kitchen equipment and techniques

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Unit (Section 3)

Learning Targets:

- 5.1 Identify the equipment needed for receiving and storing food and supplies
- 5.2 Identify the equipment needed for pre-preparation
- 5.3 List the different types of knives used in the foodservice kitchen and give examples of their uses
- 5.4 Identify basic types of pots and pans and their common uses
- 5.5 List the different types of preparation equipment used in the foodservice kitchen and give examples of their use
- 5.6 Identify the kitchen equipment needed for holding and serving food and beverages
- 5.7 Apply effective mise en place through practice
- 5.8 Explain how to care for knives properly
- 5.9 Demonstrate the proper use of knives
- 5.10 Explain the difference between seasoning and flavoring
- 5.11 Describe and demonstrate basic pre-preparation techniques
- 5.12 List and explain how the three types of cooking work
5.13 Describe dry-heat cooking methods and list the foods to which they are suited

5.14 Describe moist-heat cooking methods and list the foods to which they are suited

5.15 Describe combination-heat cooking methods and list the foods to which they are suited

5.16 Identify ways to determine if a food is done cooking

5.17 List guidelines for plating or storing food that has finished cooking

**Overarching Targets (Pro-Start):**

- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 3.17 Demonstrate the correct and safe use of knives
- 7.4, 7.5 Demonstrate effective listening and speaking skills
- 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment
- 2.20 Demonstrate proper procedures for storing food
- 3.5 Demonstrate all personal safety procedures

**Instructional Strategies:**

- The teacher will introduce content with:
  - teacher-guided PowerPoints:
    - “Proper Use of Kitchen Equipment: Dry Heat; Moist Heat, Combination Heat Cooking Methods”
    - “Smallwares Use”
  - collaborative group discussions
  - videos:
    - Beurre Manie
    - Boiling
    - Braising
    - Breading
    - Broiling
    - Chiffonade
    - Chopping
    - Clarifying Butter
    - Cornstarch Slurry
    - Court Bouillon
    - Deep Frying
Demonstration of techniques required for kitchen labs

Students will:
- take guided notes
- research and prepare a Piktochart representing herb/spice; share with class
- complete GoConqr Flash Cards Project research and prepare equipment vocabulary
- explain and illustrate using an online converter: Converting conventional temperature and time into convection
- perform multiple kitchen labs and skill and cooking practicals
- identify equipment using a scavenger hunt
- compete in the Original Burger Competition project

Assessments/Evaluations:

- Formative:
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Herb/Spice Piktochart project
  - GoConqr Equipment Flashcard project
  - Equipment Identification quiz (teacher-created)
  - Burger competition – original recipe creation
  - Kitchen labs
**Summative:**
- Skill practical on:
  - different knives
  - knife cuts
  - properly demonstrating knife sharpening and honing
  - moist, dry, combination cooking methods
- Cooking practical - knife cuts and sautéing
- Terminology quiz ProStart I – Chapter 5

**Sample Assessment Questions:**
- What are the three pieces of equipment one would find in the receiving area of a foodservice operation?
- What is the difference between the following: conduction, convection, radiation?
- List and describe eight dry heat methods.
- List and describe four moist heat methods.
- List and describe two combination cooking methods.

**Instructional Resources/Tools:**
- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
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  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom

**Cross Curricular Connections:**
- **ELA:**
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- **Health – apply:**
  - practices that preserve and enhance the safety and health of oneself and others
  - the cause and effect relationships that influence food safety
- **Visual Arts:** Communicate information and ideas visually
- **Math:** Number Sense
Curriculum: Culinary Arts I

Curricular Unit: Foundations of Stocks, Sauces, and Soups

Instructional Unit: F. Discuss, prepare and present a quality stock, sauce and soup

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<td>NETS:</td>
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</tr>
<tr>
<td>Performance:</td>
<td>1.2, 2.1, 2.5</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- 6.1 Identify the four essential parts of stock and the proper ingredients for each
- 6.2 List and explain the various types of stock and their ingredients
- 6.3 Demonstrate three methods for preparing bones for stock
- 6.4 Prepare the ingredients for and cook several kinds of stocks
- 6.5 Explain how and why to degrease stock
- 6.6 List the ways to cool stock properly
- 6.7 Research the mother sauces and describe derivative sauces made from them
- 6.8 List the proper ingredients for sauces
- 6.9 Prepare several kinds of sauces
- 6.10 Match sauces to appropriate food
- 6.11 Identify the two basic kinds of soups and give examples of each
• 6.12 Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups

• 6.13 Prepare several kinds of soups

**Overarching Targets (Pro-Start):**

• 4.7 Demonstrate measuring and portioning using the appropriate smallwares and utensils

• 5.5 Demonstrate the proper use of all kitchen equipment

• 3.17 Demonstrate the correct and safe use of knives

• 5.7 Apply effective mise en place through practice

• 7.4, 7.5 Demonstrate effective listening and speaking skills

• 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment

• 2.20 Demonstrate proper procedures for storing food

• 3.5 Demonstrate all personal safety procedures

**Instructional Strategies:**

• The teacher will introduce content with:
  • teacher-guided PowerPoints:
    • “Stocks”
    • “Sauces”
    • “Soups”
  • collaborative group discussions
  • videos: *White Stock and Brown Stock*
  • demonstration of techniques required for kitchen labs
  • a guest speaker: Capitol Plaza line cook/small family-owned business

• Students will:
  • take guided notes
  • prepare a Mother Sauce flowchart or tree – post in the classroom
  • choose a mother sauce to research and prepare a short presentation to share with the class (video, PowerPoint)
  • create a 1-3 minute video demonstrating mire poix
  • explain and illustrate costs associated with preparing stocks, soups, sauces from scratch to already prepared stocks, soups, sauces
  • perform multiple kitchen labs and skill and cooking practicals
Assessments/Evaluations:

- **Formative:**
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Flowchart Mother Sauce Poster
  - Demonstration Commercial Mire Poix project
  - 4 Parts of a Stock quiz (teacher-created)
  - Kitchen labs
- **Summative:**
  - Skill practical on:
    - caramelizing onions correctly
    - correct measurement of mire poix for stock
    - pureeing warm soup correctly using the immersion blender
    - fabricating chicken into 8 pieces
    - poaching an egg
    - recipe costing
  - Cooking practicals:
    - Fabricating chicken into 8 pieces
    - Creating veloute sauce
  - Terminology quiz ProStart I – Chapter 6

Sample Assessment Questions:

- What are the three essential parts of stock?
- Define the following and give ingredients and amounts if called for:
  - Mire Poix
  - Sachet d’epices
  - Bouquet Garni
- Name the types of stocks and define each.
- What are the three ways to prepare bones, and what is the process for each?
- When should aromatics be added and why?
- What are the five mother sauces and define each. Also, name one derivative sauce for each.
- What is the overall definition of roux? Also, list the three types of roux and define each?
- What is a slurry?
- What is a liaison, and what does it mean to temper?
- Define each:
  - Compound butter
  - Maitre d’hotel butter
  - Coulis
  - Salsa
Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom

Cross Curricular Connections:

- ELA:
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- Health: Apply the cause and effect relationships that influence food safety
- Math: Number sense
- Visual Arts: Communicate information and ideas visually
- Science: Investigate everyday chemical reactions while preparing and/or storing foods
- Social Studies – apply:
  - knowledge of economic concepts and principles
  - understanding of relationships within places

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Communication Process

Instructional Unit: G. Describe and identify various effective communication processes

**Standard Alignments (Section 2)**

MGGLE: PS.1.C; PS.2.A-C; PS.3.C (Gr. 9-12)
Knowledge: (CA) 1,4,6
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7
NETS: 2a,b
Performance: 1.2, 2.1, 2.5, 2.6

**Unit (Section 3)**

Learning Targets:

- 7.1 Describe the communication process
- 7.2 Identify obstacles to effective communication and explain how to prevent them
- 7.3 Explain how personal characteristics can affect communication
- 7.4 List and demonstrate effective listening skills
- 7.5 List and demonstrate effective speaking skills
- 7.6 Identify and use business-appropriate telephone skills
- 7.7 List and demonstrate effective writing skills
- 7.8 Define organizational communication and give examples of when it might be used
- 7.9 Describe interpersonal communication
- 7.10 List ways to build relationships through interpersonal communication

**Overarching Targets (Pro-Start):**

- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 5.5 Demonstrate the proper use of all kitchen equipment
• 3.17 Demonstrate the correct and safe use of knives

• 5.7 Apply effective mise en place through practice

• 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment

• 2.20 Demonstrate proper procedures for storing food

• 3.5 Demonstrate all personal safety procedures

Instructional Strategies:

• The teacher will introduce content with:
  • teacher-guided PowerPoints: “Communication within the Foodservice Industry”
  • collaborative group discussions
  • videos: Communication in the Workplace (ProStart Provided)
  • demonstration of techniques required for kitchen labs
  • a guest speaker: HyVee or Panera (business partners) discussing customer service

• Students will:
  • take guided notes
  • role play different communication scenarios
  • choose a food blog to:
    • evaluate
    • determine whether or not writer is following code of ethics
    • write a brief essay discussing their findings
  • create a food blog for:
    • culinary arts
    • food
    • kitchen gadget
    • competitions
    • events
  • research different entrepreneurs in the last ten years who have made major differences in relation to public relations; prepare a presentation to share with the class
  • perform multiple kitchen labs and skill and cooking practicals
Assessments/Evaluations:

- **Formative:**
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Food blog:
    - essay in relation to code of ethics
    - project
  - Food Industry Entrepreneurs project
  - Communication quiz – student-given (teacher-created)
  - Kitchen labs
- **Summative:**
  - Skill practical on:
    - communication kitchen lab
    - proper station setup, sanitation
    - proper knife skills using a potato
  - Terminology quiz ProStart I – Chapter 7

Sample Assessment Questions:

- How could a listener respectfully agree with a speaker’s point?
- What are the 5 “W’s” of effective speaking?
- Describe interpersonal communication.
- What are the two types of organizational communication? Describe each.
- What is communication?
- What is verbal communication?
- What is non-verbal communication?
- What should you think about before sending a message?
- What are some barriers to communication?

Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom
Cross Curricular Connections:

- ELA:
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting

Depth of Knowledge (Section 5)

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Management Essentials

Instructional Unit: H. Identify essentials of effective management in the work place

**Standard Alignments (Section 2)**

| MGGLE: PS.2.A-C; PS.3.A-C; CD.7.C; CD.8.B (Gr. 9-12) |
| SSGLE: ECP.4.A,H (US History); MUSWH.3a,Y (US History) |
| Knowledge: (CA) 1,4,7 (FA) 1,5 (SS) 2,6 |
| CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7 |
| NETS: 1b; 2b; 4b |
| Performance: 1.2, 2.5, 4.4, 4.6 |

**Unit (Section 3)**

Learning Targets:

- 8.1 State the difference between school and workplace environments
- 8.2 Explain how stereotypes and prejudices can negatively affect working together
- 8.3 Identify the benefits of diversity to a workplace
- 8.4 List ways to promote diversity in the workplace
- 8.5 Describe what a harassment-free environment and mutually respectful workplace is
- 8.6 List guidelines for handling harassment claims
- 8.7 Explain the concept of teamwork
- 8.8 Describe ethics, and explain their importance to the restaurant and foodservice industry
- 8.9 Identify the behaviors of a leader
- 8.10 Identify common expectations that employees have of managers
- 8.11 Define motivation, and explain a leader’s responsibility to motivate employees
- 8.12 Define organizational goal, and explain why this type of goal should be SMART
• 8.13 Explain the purpose of vision statements and mission statements

• 8.14 Identify how employees’ roles and jobs impact a mission and goals

• 8.15 List the steps for solving a problem and explain how each step contributes to finding a solution

• 8.16 Research and explain the importance of individual development to your restaurant or foodservice career

• 8.17 Explain what is included in a job description and explain the importance of these documents to a business

• 8.18 Identify the difference between exempt and non-exempt employees

• 8.19 Explain a manager’s responsibility for maintaining labor law knowledge

• 8.20 Identify discriminatory language and practices in the hiring process

• 8.21 Identify methods for ensuring a fair and consistent hiring process

• 8.22 Describe the typical phases of onboarding and explain its importance to a business

• 8.23 Explain what employees can expect during orientation

• 8.24 List items that employees receive during orientation

• 8.25 Identify the typical topics addressed in orientation sessions and employee manuals

• 8.26 Identify the benefits of training

• 8.27 List skills that a trainer should have

• 8.28 Identify the key points of effective employee training

• 8.29 List the benefits of cross-training

• 8.30 Summarize and discuss effective group training and on-the-job training

• 8.31 Describe the employee evaluation process
Overarching Standards (Pro-Start):
• 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
• 5.5 Demonstrate the proper use of all kitchen equipment
• 3.17 Demonstrate the correct and safe use of knives
• 5.7 Apply effective mise en place through practice
• 7.4, 7.5 Demonstrate effective listening and speaking skills
• 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment
• 2.20 Demonstrate proper procedures for storing food
• 3.5 Demonstrate all personal safety procedures

Instructional Strategies:
• The teacher will introduce content with:
  • teacher-guided PowerPoints: “Scope and Management of the Foodservice and Restaurant Industry”
  • collaborative group discussions
  • videos: Management vs. Leadership
  • demonstration of techniques required for Kitchen labs
  • a guest speaker: Business partners
• Students will:
  • take guided notes
  • create a 20-30 second multicultural commercial to share with the class
  • develop your own restaurant; research and prepare a short presentation to share with the class (video, PowerPoint)
  • research different career paths within the foodservice industry and cite your findings utilizing www.goprostart.com
  • explain and illustrate five different aspect of their individual identity
  • complete the Dessert Challenge: Create 10 different desserts while incorporating menu restrictions
  • perform multiple kitchen labs and skill and cooking practicals
Assessments/Evaluations:

- **Formative:**
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Projects:
    - Multicultural Commercial
    - Lead the Way-Restaurant
    - Dessert Challenge
  - Diversity and Awareness quiz – student-given (teacher-created)
  - Kitchen labs
- **Summative:**
  - Skill practical on:
    - communication in the kitchen lab
    - the dessert challenge
  - Cooking Practical – recipe from the restaurant project
  - Terminology quiz ProStart I – Chapter 8

Sample Assessment Questions:

- What is the purpose of an employee performance appraisal?
- What is typically in an employee manual?
- What is the outcome of training or helping employees gain knowledge?
- What does EEOC stand for and what does it do?
- Define ethics.
- What is cross-cultural interaction?

Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom
Cross Curricular Connections:

- ELA:
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- Health: Apply practices that preserve and enhance the safety and health of oneself and others
- Visual Arts: Communicate information and ideas visually
- Social Studies:
  - Apply knowledge of economic concepts and principles
  - Understanding cultural changes and effects in the workplace

**Depth of Knowledge (Section 5)**

| DOK: 2 |
Curriculum: Culinary Arts I

Curricular Unit: Foundations of Restaurant Management & Culinary Arts I

Instructional Unit: I. Explore and utilize fruits and vegetables

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>HECLE: HME.2.D</th>
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<tbody>
<tr>
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<tr>
<td>Performance: 1.2, 2.1, 2.5</td>
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</table>

**Unit (Section 3)**

Learning Targets:

- 9.1 Research different types of fruit
- 9.2 List and explain the USDA quality grades for produce
- 9.3 List factors that affect produce purchasing decisions
- 9.4 Identify procedures for storing fruit
- 9.5 Explain how to prevent enzymatic browning of fruit
- 9.6 Match and cook fruit to appropriate methods
- 9.7 Research different types of vegetables
- 9.8 Describe hydroponic farming
- 9.9 Identify procedures for storing vegetables
- 9.10 Match and cook vegetables to appropriate methods
- 9.11 List ways to hold vegetables that maintain their quality
**Overarching Targets (Pro-Start):**

- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 5.5 Demonstrate the proper use of all kitchen equipment
- 3.17 Demonstrate the correct and safe use of knives
- 5.7 Apply effective mise en place through practice
- 7.4, 7.5 Demonstrate effective listening and speaking skills
- 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment
- 2.20 Demonstrate proper procedures for storing food
- 3.5 Demonstrate all personal safety procedures

**Instructional Strategies:**

- The teacher will introduce content with:
  - teacher-guided PowerPoints: “Scope of Fruits and Vegetables”
  - collaborative group discussions
  - videos:
    - *Blanching*
    - *Citrus Fruits*
    - *Roasting Red Bell Peppers*
  - demonstration of techniques required for kitchen labs
  - a guest speaker: Ag Department (business partner)
- Students will:
  - take guided notes
  - research and create a presentation for the Fruit Frenzy project
  - explore the [www.cooksmart.com](http://www.cooksmart.com) online guide for fruits and vegetables and create a recipe
  - research different vegetarian diets, create a vegetarian menu and present to the class
  - explain and illustrate in a graphic organizer or chart similarities and differences between condiments
  - perform multiple kitchen labs and skill and cooking practicals
Assessments/Evaluations:

- Formative:
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Projects:
    - Vegetable Recipe
    - Fruit Frenzy
    - Condiments Chart
    - Vegetarian Menu
  - Fruits & Vegetables Identification quiz – student-given (teacher-created)
  - Kitchen labs
- Summative:
  - Skill practical on:
    - slicing and dicing summer and winter fruit correctly
    - slicing and dicing summer and winter vegetables correctly
    - blanching and chilling vegetables to al dente
  - Cooking practical – Roasting red peppers
  - Terminology quiz ProStart I – Chapter 9

Sample Assessment Questions:

- Define fructose.
- In what forms can fruit be purchased?
- What is a drupe?
- List several summer fruits.
- List several winter fruits.
- List several tropical fruits.
- When looking for fruits, what should you look for to indicate high quality?
- What is the advantage to using seasonal fruits?
- What is the USDA Grading for fresh fruits from highest to lowest?
- What is ethylene? Which fruits emit it?
- What is the effect of ethylene on other fruits and vegetables? How should fruit be stored?
- How should fruit that needs to ripen be stored?
- How should you wash fruits – what about berries?
- What is enzymatic browning?
- How can you prevent it?
### Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- **eTextbook:** *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom

### Cross Curricular Connections:

- **ELA:**
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- **Health – apply:**
  - practices that preserve and enhance the safety and health of oneself and others
  - the cause and effect relationships that influence food safety
- **Math:** Number sense
- **Social Studies – apply:**
  - knowledge of economic concepts and principles
  - understanding of relationships within places

### Depth of Knowledge (Section 5)

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Serving Guests

Instructional Unit: J. Explain the importance of customer service to the restaurant and foodservice industry

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>HECLE: FIS.2.C</th>
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<tr>
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<td>VAGLE: PP.3.B (HS Level 3)</td>
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<td>Performance: 1.2, 2.3, 2.5, 4.3</td>
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</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- 10.1 Explain the importance of customer service to the restaurant and foodservice industry
- 10.2 List the reasons for making a good first impression and give examples of how to make one
- 10.3 Describe the types of customers that may have special needs
- 10.4 Identify ways to identify customer needs
- 10.5 Outline the process for receiving and recording reservations and special requests
- 10.6 Outline the process for taking orders at the table, beginning with the greeting
- 10.7 Define suggestive selling, and give examples of how to do it
- 10.8 Identify basic guidelines for serving alcohol to guests
- 10.9 List methods for processing payment
- 10.10 List ways to obtain feedback from guests and determine their satisfaction
- 10.11 Explain how customer complaints should be resolved
- 10.12 Describe the four traditional styles of service: American, French, English, and Russian
- 10.13 Identify contemporary styles of service
- 10.14 Demonstrate setting and clearing items properly
- 10.15 Describe traditional service staff roles, and list the duties and responsibilities of each
- 10.16 Identify various server tools and the correct way to stock a service station

**Overarching Targets (Pro-Start):**
- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 5.5 Demonstrate the proper use of all kitchen equipment
- 3.17 Demonstrate the correct and safe use of knives
- 5.7 Apply effective mise en place through practice
- 7.4, 7.5 Demonstrate effective listening and speaking skills
- 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment
- 2.20 Demonstrate proper procedures for storing food
- 3.5 Demonstrate all personal safety procedures

**Instructional Strategies:**
- The teacher will introduce content with:
  - teacher-guided PowerPoints: “Scope of importance of customer service and serving the guest”
  - collaborative group discussions
  - videos:
    - *Optimal Service and Restaurant Wars*
    - *The Ritz Carlton*
  - demonstration of techniques required for kitchen labs
  - a guest speaker: Skype with the banquet manager at The Ritz Carlton
• Students will:
  • take guided notes
  • explore a school lunch menu to identify food allergens
  • review 5 real-world scenarios and cite specific life threatening food allergen mistakes
  • review 5 real-world service slipups and list the steps to prevent them
  • research 3 different reservation websites to:
    • compare 3 of the same restaurants
    • explain and illustrate, in a graphic organizer/chart, the similarities and differences between them
  • perform multiple kitchen labs and skill and cooking practicals

Assessments/Evaluations:

• Formative:
  • ProStart I generated:
    • pre-assessment ProStart Daily bell-ringer associated with learning targets
    • post-assessment ProStart Daily exit slip associated with learning targets
  • Projects:
    • School Lunch Food Allergen
    • Service Slipups
    • Reservations and Customer Service
  • Restaurant Wars project and presentation
  • Customer Service Scenario quiz (teacher-created)
  • Kitchen labs

• Summative:
  • Skill practical on:
    • filling out a standardized recipe template correctly
  • Cooking Practical recipe from restaurant war project
  • Terminology quiz ProStart I – Chapter 10

Sample Assessment Questions:

• What three factors does hospitality refer to?
• Explain each method of getting customer feedback.
• Define each method of service; Russian, American, English and French.
• Why do people choose to eat out?
### Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom

### Cross Curricular Connections:

- **ELA:**
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- **Health:** Analyze ways individuals respond to the various needs and characteristics of others
- **Visual Arts:** Communicate information and ideas visually
- **Social Studies:** Apply understanding of relationships within places
- **Math:** Number sense

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**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Discovering potatoes and grains

Instructional Unit: K. Identify and explain different potatoes and grains

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>HECLE: HME.2.D; HME.4.A</th>
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<tbody>
<tr>
<td>SCCLE: SC3.2.Db (Biology)</td>
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<td>Performance: 1.2, 2.1, 2.5</td>
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**Unit (Section 3)**

Learning Targets:

- 11.1 Research different types of potatoes
- 11.2 Outline methods to select, receive, and store potatoes
- 11.3 Using a variety of recipes and cooking methods, prepare potatoes
- 11.4 Identify and describe different types of grains and legumes
- 11.5 Using a variety of recipes and cooking methods, prepare grains and legumes
- 11.6 Outline methods to select, receive, and store grains
- 11.7 Research different types of pasta
- 11.8 Using a variety of recipes and cooking methods, prepare pasta
- 11.9 Describe and prepare dumplings

Overarching Targets (Pro-Start):

- 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
- 5.5 Demonstrate the proper use of all kitchen equipment
- 3.17 Demonstrate the correct and safe use of knives
• 5.7 Apply effective mise en place through practice

• 7.4, 7.5 Demonstrate effective listening and speaking skills

• 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment

• 2.20 Demonstrate proper procedures for storing food

• 3.5 Demonstrate all personal safety procedures

Instructional Strategies:

• The teacher will introduce content with:
  • teacher-guided PowerPoints: “Scope of different grains, potatoes and cooking methods”
  • collaborative group discussions
  • videos:
    • Pilaf Method
    • Risotto Method
    • Pasta Dough
  • demonstration of techniques required for kitchen labs
  • a guest speaker: Business partner

• Students will:
  • take guided notes
  • research/discover and create a presentation for new potatoes on the market project
  • explore and research certain regions and complete the Identify Potato Impact project
  • create a Pasta Buffet Restaurant project and create a presentation to share with the class
  • research pastas and identify all with:
    • pictures
    • recipes
    • creating a book
  • perform multiple kitchen labs and skill and cooking practicals
Assessments/Evaluations:

- **Formative:**
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Discover Potatoes project
  - Picking and Preparing a Potato project
  - Pasta Restaurant project and presentation
  - Customer Service Scenario quiz (teacher-created)
  - Kitchen labs

- **Summative:**
  - Skill practical on:
    - food costing
    - filling out a standardized recipe template correctly
  - Cooking Practical – recipe from a pasta restaurant project
  - Terminology quiz ProStart I – Chapter 11

Sample Assessment Questions:

- In which cooking technique are the ingredients cooked and served in the same dish?
- Which type of potato is a tuber and high in starch but low in moisture?
- Which part is the protective coating that surrounds the grain?
- In which cooking method does the food preparer sauté the grain briefly in oil or butter and then simmer it in stock or water with various seasonings?
- Small, round balls of dough often cooked in liquid are called?
- Compare and contrast the advantages and disadvantages of dried and fresh pasta.
- What is solanine and how does it affect potatoes?
- Describe how risotto is made.
- Describe how dried legumes should be stored.

Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
  - Dietary Managers Association
  - American Dietetic Association
  - National Restaurant Association, ProStart Program
  - American Culinary Federation
  - United States Food and Drug Administration, Center for Food Safety and Applied Nutrition
  - Careers through Culinary Arts Program
- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level I*
- Student iPads
- Google Drive/Google Classroom
Cross Curricular Connections:

- ELA:
  - Technical reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- Health – apply:
  - practices that preserve and enhance the safety and health of oneself and others
  - the cause and effect relationships that influence food safety
- Visual Arts: Communicate information and ideas visually
- Math: Number sense
- Science: Identify the function of the four major macromolecules
- Social Studies: Apply understanding of relationships within places

Depth of Knowledge (Section 5)

DOK: 2
Curriculum: Culinary Arts I

Curricular Unit: Building a career in the industry

Instructional Unit: L. Identify and explore different career paths within the hospitality industry

**Standard Alignments (Section 2)**

<table>
<thead>
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<tr>
<td>SSGLE: MUSWH.3a.U (Geography); ECP.4.A,H (US History)</td>
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<tr>
<td>Knowledge: (CA) 1,4,6  (FA) 1,3  (SS) 2,4</td>
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<tr>
<td>CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7</td>
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<tr>
<td>NETS: 1b; 2b; 4b</td>
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<tr>
<td>Performance: 1.2, 2.1, 2.5, 2.6, 4.8</td>
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</tbody>
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**Unit (Section 3)**

Learning Targets:

- 12.1 Identify skills needed by foodservice professionals
- 12.2 Outline a plan for an effective job search
- 12.3 Write a resume that lists your experience, skills, and achievements
- 12.4 Write an effective cover letter
- 12.5 Compile the best examples of your work into a portfolio
- 12.6 Research and complete a job application form
- 12.7 Outline the steps to choosing a college or trade school and identify resources for answering those questions
- 12.8 Read and complete college and scholarship application forms
- 12.9 List ways to find and apply for scholarships
- 12.10 List the steps to an effective job interview
- 12.11 Research the differences between closed- and open-ended questions in interviews
- 12.12 Explain the follow-up steps for a job interview
• 12.13 List factors for maintaining health and wellness throughout a restaurant or foodservice career
• 12.14 Describe the relationship between time and stress
• 12.15 List ways to manage time and stress
• 12.16 Outline the steps to resigning a job
• 12.17 Explain the importance of professional development and list ways to achieve it
• 12.18 Research career opportunities in the restaurant and foodservice industry
• 12.19 Research career opportunities in the lodging industry
• 12.20 Research career opportunities in the travel industry
• 12.21 Research career opportunities in the tourism industry

**Overarching Targets (Pro-Start):**
• 4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils
• 5.5 Demonstrate the proper use of all kitchen equipment
• 3.17 Demonstrate the correct and safe use of knives
• 5.7 Apply effective mise en place through practice
• 7.4, 7.5 Demonstrate effective listening and speaking skills
• 2.27 Perform proper procedures for cleaning and sanitizing tools and equipment
• 2.20 Demonstrate proper procedures for storing food
• 3.5 Demonstrate all personal safety procedures
Instructional Strategies:

- The teacher will introduce content with:
  - teacher-guided PowerPoints: “Scope of different career pathways”
  - collaborative group discussions
  - videos:
    - Career Advice
    - Project Taste Test
  - demonstration of techniques required for kitchen labs
  - a guest speaker: Business partner

- Students will:
  - take guided notes
  - view project taste tests and complete an interactive activity sheet
  - research and create infographics on a chosen culinary occupation
  - Foodservice Application project
  - view the video Franchises and answer pre and post questions testing their knowledge
  - research and identify top 10 interview questions and preparation for mock interviews
  - complete an ePortfolio project
  - perform multiple kitchen labs and skill and cooking practicals

Assessments/Evaluations:

- Formative:
  - ProStart I generated:
    - pre-assessment ProStart Daily bell-ringer associated with learning targets
    - post-assessment ProStart Daily exit slip associated with learning targets
  - Projects:
    - Culinary Occupation Infographics
    - Preparing Mock Interview
  - Foodservice application
  - ePortfolio project
  - Kitchen labs

- Summative:
  - Skill practical filling out an application
  - Resume writing
  - Cover letter writing
  - Terminology quiz ProStart I – Chapter 12
### Sample Assessment Questions:

- "What are your strengths?" is an example of a(n) _________ question.
- A written summary of experience, skills, and achievements that relate to the job being applied for is called a _________________.
- Planning, goal setting, setting priorities, and delegating are skills needed for __________ management.
- Who oversees the entire kitchen, from supervising all kitchen employees to purchasing food supplies and making decisions about menu items?
- Which employee spends more time with a guest than anyone else?
- Explain the purpose of a cover letter and how to write an effective cover letter.
- Describe what a portfolio is and what it should include.

### Instructional Resources/Tools:

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- Student iPads
- Google Drive/Google Classroom

### Cross Curricular Connections:

- ELA:
  - Technical Reading
  - Speaking
  - Listening
  - Writing
  - Researching
  - Presenting
- Visual Arts: Communicate information and ideas visually
- Social Studies – apply:
  - knowledge of economic concepts and principles
  - an understanding of relationships within places

### Depth of Knowledge (Section 5)

DOK: 2