

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)

SSGLE: MUSWH.3a.U (Geography); ECP.4.A,H (US History)
MGGLE: CD.7.A,B (Gr. 9-12)
Knowledge: (CA) 1,4,6 (FA) 1,3 (SS) 2,4
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7
NETS: 1b; 2b; 4b
Performance: 1.2, 2.1, 2.5

Unit (Section 3)

Learning Targets:

- 1.1 Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them
- 1.2 Categorize the types of businesses that make up the travel and tourism industry
- 1.3 Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States
- 1.4 Research chefs who have made significant culinary contributions, and note their major accomplishments
- 1.5 Research entrepreneurs who have influenced foodservice in the United States
- 1.6 Identify foodservice opportunities provided by the travel and tourism industry
- 1.7 Identify career opportunities offered by the travel and tourism industry
- 1.8 Identify the two major categories of jobs in the restaurant and foodservice industry
- 1.9 Name reasons people travel
- 1.10 Describe the differences between leisure and business travelers
- 1.11 Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments

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- 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

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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

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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
 - understanding of relationships within places

Depth of Knowledge (Section 5)

DOK: 2

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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)

HECLE: HME.2.D; HME.4.A
SSGLE: MUSWH.3a.U (Geography); ECP.4.A.H (US History)
VAGLE: PP.3.B (HS Level 3)
Knowledge: (CA) 1,4,6 (FA) 1,3 (H/PE) 3,6 (MA) 1
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7; N-Q.1; A-CED.3
NETS: 1b; 2b; 4b
Performance: 1.2, 2.1, 2.5, 4.7

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

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- 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

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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

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<ul style="list-style-type: none"> • explain and illustrate the: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • foodborne illnesses • common allergens • identify the 10 least wanted foodborne pathogens and the sources from www.fightbac.org – list the pathogen and its source
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • ProStart I generated: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Skill practical on: <ul style="list-style-type: none"> • mincing garlic and parsley correctly • cooking chicken to correct temperature using the probe thermometer • proper workstation set up • Terminology quiz ProStart I – Chapter 2
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • 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.

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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

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Curriculum: Culinary Arts I

Curricular Unit: Kitchen Workplace Safety

Instructional Unit: C. Implement workplace safety consistently

Standard Alignments (Section 2)

HECLE: HME.4.A
PEGLE: EHMP.3.B
MGGLE: PS.3.A,B (Gr. 9-12)
Knowledge: (CA) 1,4,6 (FA) 1,3 (H/PE) 3,6,7
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7
NETS: 1b; 2b; 4b
Performance: 1.2, 2.1, 2.5, 4.7

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

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- 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

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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*
 - demonstration 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

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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

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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

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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

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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 $\frac{3}{4}$ 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

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<ul style="list-style-type: none"> • Careers through Culinary Arts Program • eTextbook: <i>Foundations of Restaurant Management & Culinary Arts: Level I</i> • Student iPads • Google Drive/Google Classroom
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Technical reading • Speaking • Listening • Writing • Researching • Presenting • Visual Arts: Communicate information and ideas visually • Social Studies: Apply knowledge of economic concepts and principles • Math: <ul style="list-style-type: none"> • 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

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Curriculum: Culinary Arts I

Curricular Unit: Kitchen Essentials #2

Instructional Unit: E. Identify professional kitchen equipment and techniques

Standard Alignments (Section 2)

HECLE: HME.2.D; HME.4.A
VAGLE: PP.3.B (HS Level 3)
Knowledge: (CA) 1,4,6 (FA) 1,3 (MA) 1
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7; N-Q.1
NETS: 1b; 2b; 4b
Performance: 1.2, 2.1, 2.5, 4.7

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

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- 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*

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<ul style="list-style-type: none"> • <i>Dicing Onion</i> • <i>Ice Bath</i> • <i>Julienne</i> • <i>Knife Sharpening</i> • <i>Mandoline</i> • <i>Mirepoix</i> • <i>Pan Frying</i> • <i>Poaching</i> • <i>Roasting</i> • <i>Cutting Rounds</i> • <i>Roux</i> • <i>Sachet</i> • <i>Sauteing</i> • <i>Simmering</i> • <i>Stewing</i> • <i>Tomato Concasse</i> • <i>Tourne</i> • Demonstration of techniques required for kitchen labs • Students will: <ul style="list-style-type: none"> • 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
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • ProStart I generated: <ul style="list-style-type: none"> • 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

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<ul style="list-style-type: none"> • Summative: <ul style="list-style-type: none"> • Skill practical on: <ul style="list-style-type: none"> • 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
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • 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.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations: <ul style="list-style-type: none"> • 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: <i>Foundations of Restaurant Management & Culinary Arts: Level I</i> • Student iPads • Google Drive/Google Classroom
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Technical reading • Speaking • Listening • Writing • Researching • Presenting • Health – apply: <ul style="list-style-type: none"> • 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

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Depth of Knowledge (Section 5)

DOK: 2

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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

Standard Alignments (Section 2)

HECLE: HME.2.D
SCCLE: SC1.1.Hd (Chemistry)
SSGLE: MUSWH.3a.U (Geography)
VAGLE: PP.3.B (HS Level 3)
Knowledge: (CA) 1,4,6 (FA) 1,3 (MA) 1 (SC) 8 (SS) 2,4
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7; N-Q.1
NETS: 1b; 2b; 4b
Performance: 1.2, 2.1, 2.5

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

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- 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

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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

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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

DRAFT

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

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- 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

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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:
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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

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Cross Curricular Connections:

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

Depth of Knowledge (Section 5)

DOK: 2

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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

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- 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

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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

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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:
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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

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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

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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)

HECLE: HME.2.D

SSGLE: MUSWH.3a.U; ECP.4.A.H (US History)

Knowledge: (CA) 1,4,6 (FA) 1,3 (H/PE) 3,6 (MA) 1 (SS) 4,5

CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7; N-Q.1

NETS: 1b; 2b; 4b

Performance: 1.2, 2.1, 2.5

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

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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 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

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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?

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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
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 - 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

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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)

HECLE: FIS.2.C
SSGLE: MUSWH.3a.U (Geography)
VAGLE: PP.3.B (HS Level 3)
Knowledge: (CA) 1,4,7 (FA) 1 (MA) 1 (SS) 2,6
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7; N-Q.1
NETS: 1b; 2b; 4b
Performance: 1.2, 2.3, 2.5, 4.3

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

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- 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

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- 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?

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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: 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

Depth of Knowledge (Section 5)

DOK: 2

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Curriculum: Culinary Arts I

Curricular Unit: Discovering potatoes and grains

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

Standard Alignments (Section 2)

HECLE: HME.2.D; HME.4.A
SCCLE: SC3.2.Db (Biology)
SSGLE: MUSWH.3a.U (Geography); ECP.4.A,H (US History)
VAGLE: PP.3.B (HS Level 3)
Knowledge: (CA) 1,4,6 (FA) 1,3 (MA) 1 (SC) 3 (SS) 2,4
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7; N-Q.1
NETS: 1b; 2b; 4b
Performance: 1.2, 2.1, 2.5

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

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- 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

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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:
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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

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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

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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)

MGGLE: PS.1.B,C; CD.7.A; CD.8.A,B; CD.9.B (Gr. 9-12)
SSGLE: MUSWH.3a.U (Geography); ECP.4.A,H (US History)
Knowledge: (CA) 1,4,6 (FA) 1,3 (SS) 2,4
CCSS: 11-12.SL.5; 11-12.RST.9; 11-12.WHST.6; 11-12.WHST.7
NETS: 1b; 2b; 4b
Performance: 1.2, 2.1, 2.5, 2.6, 4.8

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

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- 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

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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

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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:

- 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
 - an understanding of relationships within places

Depth of Knowledge (Section 5)

DOK: 2

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