

Curriculum: Culinary Arts II

Curricular Unit: Breakfast Food and Sandwiches

Instructional Unit: A. Explore the facets of breakfast foods and sandwiches

Standard Alignments (Section 2)

HECLE: HME.2.D

SCCLE: SC1.1.Hd (Chemistry); SC3.2.Db (Biology)

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

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:

- 1.1 List the characteristics of milk and identify ways to keep it safe
- 1.2 Identify the different forms of cream and their fat contents
- 1.3 Differentiate between butter and butter substitutes and recognize the characteristics of each
- 1.4 Identify the different types of cheese and give examples of each
- 1.5 List the characteristics of eggs and identify ways to keep them safe
- 1.6 Prepare and serve eggs using a variety of cooking methods
- 1.7 Prepare pancakes, crêpes, waffles, and French toast
- 1.8 Prepare ham, hash, grits, cold cereals, oatmeal, and sausage
- 1.9 Prepare coffee, tea, and cocoa
- 1.10 Research and market the different types of sandwiches, including simple hot, open-faced, hors d'oeuvres, grilled, deep-fried, and simple cold
- 1.11 Explain the roles of the three components of a sandwich: bread, spread, and filling

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- 1.12 Prepare common sandwich spreads and fillings
- 1.13 List the necessary tools and equipment to make sandwiches at a sandwich station
- 1.14 Demonstrate preparation of several types of sandwiches

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 sequence the facets of breakfast foods and sandwiches
 - collaborative group discussions
 - videos:
 - “Clarifying Butter”
 - “Waffles”
 - “Hollandaise Sauce”
 - a demonstration of techniques required for kitchen labs
 - a guest speaker
- The students will:
 - take guided notes on:
 - breakfast foods
 - sandwiches
 - prepare a flowchart for 1 hot sandwich and 1 cold sandwich – post in the classroom
 - design a sandwich shop

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<ul style="list-style-type: none"> • complete a marketing plan for a sandwich shop for investors • create a: <ul style="list-style-type: none"> • sandwich menu with 2 hot sandwiches and 2 cold sandwiches • recipe template and picture for 1 hot and 1 cold sandwich • perform multiple kitchen labs with skill and cooking practicals
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • ProStart 2: <ul style="list-style-type: none"> • generated pre-assessment • bell-ringer associated with learning targets • Sandwich: <ul style="list-style-type: none"> • flowchart poster • Shop project • station • Kitchen labs • Summative: <ul style="list-style-type: none"> • Skill practical for: <ul style="list-style-type: none"> • poaching an egg • cookery of eggs 4 different ways • pancakes, crepes and waffles • Cooking practical: Omelet station • Terminology quiz ProStart 2 – Chapter 1
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Milk that is strained through very fine holes to break down fat and then blended into one fluid has gone through the process of? • Which part of an egg includes the membranes that hold the yolk in place? • A tuna melt belongs to which category of sandwich? • Gouda and muenster are examples of which types of cheese? • On a turkey and cheese sandwich with mayonnaise, the mayonnaise is the?
<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 Dietetics 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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- eTextbook: *Foundations of Restaurant Management & Culinary Arts: Level II*
- 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
 - Access compounds and their specific functions
- Social Studies: Apply understanding of relationships within places

Depth of Knowledge (Section 5)

DOK: 2

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Curriculum: Culinary Arts II

Curricular Unit: Nutrition

Instructional Unit: B. Understand and apply basic nutrition

Standard Alignments (Section 2)

HECLE: HME.2.A

SCCLE: SC3.2.Db (Biology)

VAGLE: PP.3.B (HS Level 3)

Knowledge: (CA) 1,4,6 (FA) 1,3 (SC) 8

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:

- 2.1 Explain why nutrition is important to the foodservice industry
- 2.2 List the six basic types of nutrients found in food
- 2.3 Describe how phytochemicals and fiber function in the body
- 2.4 Name the types of carbohydrates and fats and describe their function in the body
- 2.5 Identify food sources of carbohydrates and fats
- 2.6 Describe cholesterol and identify its food sources
- 2.7 Describe the makeup of proteins and their function in the body
- 2.8 Identify food sources of proteins
- 2.9 Describe the three major vegetarian diets
- 2.10 List the functions of vitamins, minerals, and water in the body
- 2.11 Identify food sources of vitamins, minerals, and water
- 2.12 Explain what food additives are and how they function in food
- 2.13 Explain the role of digestion in nutrition and health

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- 2.14 List and describe techniques for food preparation that preserve nutrients
- 2.15 Design and prepare menu items which are more healthful
- 2.16 Suggest healthful substitutes for high-fat items
- 2.17 List and define recent developments in food production that may affect nutrition

Instructional Strategies

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - “Scope and sequence the facets of Nutrients”
 - “Digestive System”
 - “Dietary Restrictions”
 - “Dietary Menu”
 - collaborative group discussions
 - videos
 - a demonstration of techniques required for kitchen labs
 - a guest speaker
- The students will:
 - take guided notes on:
 - nutrients
 - digestion
 - dietary restrictions
 - design and prepare an infographic highlighting GMOs (genetically modified organisms)
 - participate in a recipe modification lab – substitutions
 - design and prepare new menu items for the school lunch program in the JCPS district
 - create a recipe substitution nutritional label, using:
 - CalCount
 or
 - MyFitness Pal
 - perform multiple kitchen labs with skill and cooking practicals

Assessments/Evaluations:

- Formative:
 - ProStart 2:
 - generated pre-assessment
 - daily bell-ringer associated with learning targets
 - GMOs poster
 - New menu items for school district lunch program project
 - Recipe substitution nutritional label

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<ul style="list-style-type: none"> • Healthy recipe development lab • Kitchen labs • Summative: <ul style="list-style-type: none"> • Skill practicals: <ul style="list-style-type: none"> • Identifying GMOs on food labels • Recipe substitutions • Cooking practical – Identifying ingredients in a muffin/cookie recipe • Terminology quiz ProStart 2 – Chapter 2
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • The process of breaking down food into its simplest parts so that it can be absorbed is called? • Which nutrient is the body's main energy source? • Which type of vegetarian consumes only grains, legumes, vegetables, fruit, nuts, and seeds? • Butter and lard are sources of which type of fat? • Rice and pasta are considered what type of carbohydrate?
<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 Dietetics 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 II</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: Access key nutrients and their specific functions • Visual Arts: Communicate information and ideas visually • Science: Identify the function of the four major macromolecules

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Depth of Knowledge (Section 5)

DOK: 2

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Curriculum: Culinary Arts II

Curricular Unit: Cost Control

Instructional Unit: C. Exploring controlling foodservice costs

Standard Alignments (Section 2)

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.3; A-CED.4

NETS: 1b; 2b; 4b

Performance: 1.2, 2.1, 2.5, 3.8

Unit (Section 3)

Learning Targets:

- 3.1 Identify the types of costs incurred by a foodservice business and give examples of each
- 3.2 Explain the purposes of a budget
- 3.3 Explain the purpose of a profit-and-loss report
- 3.4 Identify methods for analyzing profit-and-loss reports
- 3.5 Explain the purpose of invoices in a foodservice business
- 3.6 Identify tools to help control costs
- 3.7 Define and calculate food cost and food cost percentage
- 3.8 Given a problem, calculate as purchased (AP) and edible portion (EP) amounts
- 3.9 Calculate the total cost and portion costs of a standardized recipe
- 3.10 Develop a recipe cost card for a standardized recipe
- 3.11 Explain the importance of portion control to food cost
- 3.12 Give examples of portion-control devices used in foodservice operations

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- 3.13 List the steps in the process to control food costs
- 3.14 Forecast sales by analyzing and evaluating sales histories, popularity indices, and production sheets
- 3.15 Calculate a recipe's yield and the number of portions it will produce
- 3.16 Use a conversion factor to calculate a new yield for an existing recipe
- 3.17 Explain the importance of standards for controlling production volume
- 3.18 List and describe standard procedures used for controlling production volume
- 3.19 List and explain the various methods for menu pricing
- 3.20 Explain the importance of standard labor costs to a business's success
- 3.21 List factors that affect labor costs
- 3.22 Describe the relationship between sales volume and labor costs
- 3.23 Explain the difference between a master schedule and a crew schedule
- 3.24 Describe the components and factors to consider when developing labor schedules
- 3.25 List and describe purchasing, receiving, and storage procedures that help to preserve quality and control costs
- 3.26 List ways to evaluate a finished product for quality
- 3.27 Describe the process for identifying quality problems in the kitchen
- 3.28 Determine the dollar value of inventory
- 3.29 List and explain the various methods of inventory pricing

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Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - “Scope and sequence the facets of costs control”
 - “Monitoring foodservice costs”
 - “Controlling labor costs”
 - “Controlling quality”
 - collaborative group discussions
 - videos
 - a demonstration of techniques required for kitchen labs
 - a guest speaker
- The students will:
 - take guided notes on:
 - cost control
 - controlling labor cost
 - monitoring costs
 - create a:
 - profit and loss statement for a fictitious restaurant
 - yield test for recipes
 - menu markup for a fictitious restaurant
 - identify selling prices for a local restaurant menu
 - implement quality standards in a Kitchens poster/presentation
 - perform multiple kitchen labs with skill and cooking practicals

Assessments/Evaluations:

- Formative:
 - ProStart 2 generated pre-assessment ProStart Daily bell-ringer associated with learning targets
 - Profit and Loss Statement
 - Yield test for recipes
 - Menu markup
 - Calculating the Selling price
 - Quality standards poster/presentation
 - Kitchen Labs
- Summative:
 - Skill practicals on:
 - identifying standard portion costs
 - recipe yields
 - Cooking practical – Identifying ingredients for proper portion
 - Terminology quiz ProStart 2 – Chapter 3

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Sample Assessment Questions:

- The document that lists all menu items that are going to be prepared for a given date is called?
- A compilation of sales and cost information for a specific period of time is presented in?
- The menu pricing method that multiplies raw food costs by a predetermined fraction is known as?
- The inventory method that assumes that stock has been rotated during the month is called?
- Food, beverage, and labor can be classified as what type of cost?

Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
 - Dietary Managers Association
 - American Dietetics 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 II*
- 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
- Math:
 - Number Sense
 - Represent inequalities describing nutritional and cost constraints
 - Use formulas to solve equations

Depth of Knowledge (Section 5)

DOK: 3

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Curriculum: Culinary Arts II

Curricular Unit: Salads and Garnishing

Instructional Unit: D. Compare and present salads and garnishes

Standard Alignments (Section 2)

HECLE: HME.2.D
SCCLE: SC3.2.Db (Biology)
SSGLE: MUSWH.3a.U (Geography)
VAGLE: PP.3.B (HS Level 3)
Knowledge: (CA) 1,4,6 (FA) 1,3 (MA) 1 (SS) 2
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:

- 4.1 Identify and describe the various ingredients used to make salads
- 4.2 List the four parts of a salad and explain the role of each
- 4.3 Identify various types of salad and explain how to prepare them
- 4.4 Explain the roles of salads on the menu
- 4.5 Design attractive salads and develop a marketing plan for a salad shop
- 4.6 Demonstrate proper procedures for cleaning salad greens
- 4.7 Demonstrate proper procedures for storing salads
- 4.8 Differentiate among various oils and vinegars
- 4.9 Prepare vinaigrettes and other emulsions
- 4.10 Match dressings to salad ingredients
- 4.11 Give examples of ingredients used to make dips
- 4.12 Prepare several dips

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- 4.13 Give examples of garnishes
- 4.14 Describe and prepare ingredients commonly used as garnishes
- 4.15 Garnish various items, including plates, desserts, and soups

Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - “Scope and sequence the facets of introduction to salads”
 - “Salad dressings/dips”
 - “Garnishes”
 - collaborative group discussions
 - videos
 - demonstration of techniques required for kitchen labs
 - a guest speaker
- The students will:
 - take guided notes on:
 - introduction to salads
 - salad dressing and dips
 - garnishes
 - complete:
 - the Savory about Salads WebQuest
 - recipe costing for a salad menu
 - a Salad Greens Recipe modification lab – substitutions
 - a marketing plan for a salad shop to investors
 - create a food garnish with Snapguide and present usage to the class
 - perform multiple kitchen labs with skill and cooking practicals

Assessments/Evaluations:

- Formative:
 - ProStart 2:
 - generated pre-assessment
 - bell-ringer associated with learning targets
 - Salad WebQuest
 - Salad Menu recipe costing
 - Marketing plan for a salad shop
 - Food Garnish project – Snapguide
 - 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"> • identifying salads from WebQuest • salad green recipe substitution • Cooking practical – Iron Chef salad competition • Terminology quiz ProStart 2 – Chapter 4
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • List and describe the four parts of a salad and their purposes. • Discuss the five types of salads. • Identify the guidelines for arranging salad on a plate. • Which salad has any combination of ingredients that are arranged carefully on a plate or bowl? • The part of the salad that enhances the appearance of the salad while also complementing the overall taste is called? • Egg salad is an example of which type of salad? • What are the two main ingredients of vinaigrette?
<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 Dietetics 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 II</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 the cause and effect relationships that influence food safety • Math: Number sense • Visual Arts: Communicate information and ideas visually

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- Science: Access compounds and their specific functions
- Social Studies: Apply the understanding of relationships within places

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Culinary Arts II

Curricular Unit: Purchasing and Inventory

Instructional Unit: E. Classify purchasing and inventory procedures

Standard Alignments (Section 2)

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; S-IC.6

NETS: 1b; 2b; 4b

Performance: 1.2, 2.1, 2.5, 3.8

Unit (Section 3)

Learning Targets:

- 5.1 Define the terms purchasing, selection, and procurement
- 5.2 Outline the objectives of the purchasing function in a foodservice operation
- 5.3 Explain the relationship between primary and intermediary sources and retailers
- 5.4 Explain the differences between formal and informal buying and the formal bidding process
- 5.5 List the types of goods and service that a foodservice operation might buy
- 5.6 Describe the buyer's role in a foodservice operation and explain the importance of ethical behavior to a buyer
- 5.7 List the factors that help to determine an operation's quality standards
- 5.8 Identify ways to communicate quality standards and give examples of standards a foodservice operation might use

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- 5.9 Describe buyer considerations when conducting a make-or-buy analysis
- 5.10 Outline the process for procuring products and services
- 5.11 Identify production records used to calculate buying needs
- 5.12 Write purchase orders for items to be purchased
- 5.13 List ways to verify that supplier services meet an operation's needs
- 5.14 List factors that affect food prices
- 5.15 List proper procedures for receiving deliveries
- 5.16 List proper procedures for storing food and supplies
- 5.17 Describe perpetual inventory and physical inventory systems
- 5.18 Explain the difference between perishable and nonperishable food items

Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - "Scope and sequence the facets of introduction to purchasing"
 - "Making purchasing decisions"
 - "Managing purchasing decisions"
 - Collaborative group discussions
 - videos
 - a demonstration of techniques required for kitchen labs
 - a guest speaker:
- The students will:
 - take guided notes on:
 - introduction to purchasing
 - making purchasing decisions
 - managing purchasing decision
 - practice a Purchase Orders project
 - participate in the New Menu Item Specification project
 - create a:
 - Make or Buy analysis
 - cost analysis sheet: "Prepared on Site vs. Purchased From Vendor"
 - training manual for receiving and present to the class
 - perform multiple kitchen labs with skill and cooking practicals

Assessments/Evaluations:

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- Formative:
 - ProStart 2:
 - generated pre-assessment
 - daily bell-ringer associated with learning targets
 - Purchase orders
 - New Menu Items for School District Lunch Program project
 - New Menu Item Specification Order
- Prepared vs. Purchased Recipe Development lab
- Kitchen labs
- Summative:
 - Skill practical on:
 - training manual receiving guidelines
 - purchase orders
 - Cooking practical – receiving food at the proper temperature and storing correctly
 - Terminology quiz ProStart 2 – Chapter 5

Sample Assessment Questions:

- Why is it important to write specs that are well defined?
- What is a make-or-buy analysis and why is it important for buyers to use them?
- The document buyers and managers use to forecast their buying needs is?
- Which channel of distribution includes companies that buy food items from a farmer and then resells those same food items to a retailer?
- The convenience of buying food items in bulk instead of in ready-to-use portions is known as?
- The inventory system that relies on the use of inventory cards to record incoming and outgoing food items is called?

Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
 - Dietary Managers Association
 - American Dietetics 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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Cross Curricular Connections:

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- 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 formulas to solve equations
 - Evaluate reports based on data

Depth of Knowledge (Section 5)

DOK: 3

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Curriculum: Culinary Arts II

Curricular Unit: Meat, Poultry, and Seafood

Instructional Unit: F. Identify how to purchase, store and prepare meat, poultry, and seafood

Standard Alignments (Section 2)

HECLE: HME.2.D
SCCLE: SC1.1.Hd (Chemistry), SC3.2.Db (Biology)
SSGLE: MUSWH.3a.U (Geography)
VAGLE: PP.3.B (HS Level 3)
Knowledge: (CA) 1,4,6 (FA) 1,3 (SC) 8 (SS) 2
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:

- 6.1 Outline the federal grading systems for meat
- 6.2 Describe the various kinds of meat
- 6.3 Identify and demonstrate the proper purchasing and storing procedures for meat
- 6.4 List factors that affect purchasing decisions for meat
- 6.5 Outline basic techniques for cooking meat
- 6.6 Match various cooking methods with different forms of meat
- 6.7 Outline the federal grading systems for poultry
- 6.8 Describe the various kinds of poultry
- 6.9 Identify and demonstrate the proper purchasing and storing procedures for poultry
- 6.10 List factors that affect purchasing decisions for poultry
- 6.11 Outline basic techniques for cooking poultry

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- 6.12 Match various cooking methods with different forms of poultry
- 6.13 Outline the federal grading systems for seafood
- 6.14 Describe the various kinds of seafood
- 6.15 Identify and demonstrate the proper purchasing and storing procedures for seafood
- 6.16 List factors that affect purchasing decisions for seafood
- 6.17 Outline basic techniques for cooking seafood
- 6.18 Match various cooking methods with different forms of seafood
- 6.19 Identify and describe different types of charcuterie
- 6.20 Explain garde manger and how it relates to charcuterie

Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - “Scope and sequence the facets of Meat, Poultry, and Seafood”
 - “Garde Manger”
 - collaborative group discussions
 - videos
 - a demonstration of techniques required for kitchen labs
 - guest speaker
- The students will:
 - take guided notes on:
 - meat
 - poultry
 - seafood
 - a Garde Manger
 - create a:
 - Meat and Poultry infographic: “Applying Cooking Methods”
 - Sustainable Seafood project and presentation
 - Protein Presentation project
 - Protein Recipe substitution
 - “Sausages from around the World” menu design
 - perform multiple kitchen labs with skill and cooking practicals

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • ProStart 2: <ul style="list-style-type: none"> • generated pre-assessment • daily bell-ringer associated with learning targets • Meat and Poultry infographic • Sustainable Seafood project • Protein Recipe substitution • “Sausages around the World” menu design • Kitchen labs • Summative: <ul style="list-style-type: none"> • Skill practical on: <ul style="list-style-type: none"> • proper identification of quality grades for beef, lamb, and veal • identifying primal cuts for lamb, beef, veal, pork • recipe substitution • Cooking practical – Identifying primal cuts and cooking methods • Terminology quiz ProStart 2 – Chapter 6
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Explain how to fabricate meat. • Describe how to properly receive and store poultry. • What are the signs to look for when checking for freshness in fish? • Compare and contrast the differences between crustaceans and mollusks. • What is the process of tying a bird's wings and legs to its body called? • Which category of fish has an outer shell but no backbone and lives primarily in salt water? • What are sausages encased in? • What is the tough membrane on meat called?
<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 Dietetics 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 II</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
- Visual Arts: Communicate information and ideas visually
- Science:
 - Investigate everyday chemical reactions while preparing and/or storing foods
 - Access compounds and their specific functions
- Social Studies: Apply understanding of relationships within places

Depth of Knowledge (Section 5)

DOK: 3

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Curriculum: Culinary Arts II

Curricular Unit: Marketing

Instructional Unit: G. Identify and recognize marketing and menu concepts

Standard Alignments (Section 2)

MGGLE: PS.2.A-C; PS.3.A-C (Gr. 9-12)

VAGLE: PP.3.B (HS Level 3)

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, 3.8, 4.6

Unit (Section 3)

Learning Targets:

- 7.1 Define marketing, and list the steps in the marketing process
- 7.2 Explain the role that marketing plays in determining products and services
- 7.3 List factors that affect a market environment
- 7.4 Define target market, and explain why it is important to a business
- 7.5 Identify the parts of a SWOT analysis
- 7.6 List ways to attract and keep customers
- 7.7 List reasons why promotions are important
- 7.8 Identify the steps in developing a promotion mix and a promotion plan
- 7.9 Explain the importance of training to promotions
- 7.10 Recognize different types of sales promotions
- 7.11 List the benefits of public relations
- 7.12 Identify opportunities for public relations
- 7.13 Explain the importance of the menu to a foodservice operation

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- 7.14 Describe à la carte, table d'hôte, California, limited, du jour, and cycle menus
- 7.15 Organize the information on a menu
- 7.16 Explain principles of menu layout and design
- 7.17 Identify ways to test new menu items
- 7.18 Explain the purposes of a menu sales mix analysis
- 7.19 Define profitability and target margin
- 7.20 Classify menu items according to their popularity
- 7.21 List and compare basic pricing methods

Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - “Scope and sequence the facets of introduction to marketing”
 - “Market analysis, identity, and communication”
 - “The menu as a marketing tool”
 - collaborative group discussions
 - videos
 - a demonstration of techniques required for kitchen labs
 - a guest speaker
- The students will:
 - take guided notes on:
 - introduction to marketing
 - market analysis
 - identity and communication
 - a menu as a marketing tool
 - participate in a:
 - Restaurant and Menu Development and Concept project and presentation
 - SWOT Analysis project
 - menu:
 - evaluation for 3 different restaurants
 - design project for the Restaurant Project
 - perform multiple kitchen labs with skill and cooking practicals

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Assessments/Evaluations:

- Formative:
 - ProStart 2:
 - generated pre-assessment
 - daily bell-ringer associated with learning targets
 - Restaurant Concept and Development presentation
 - SWOT Analysis project
 - Menu evaluation
 - Menu design for a restaurant concept
 - Kitchen labs
- Summative:
 - Skill practical for:
 - analyzing a menu for marketing
 - recipe practice for the restaurant project
 - Terminology quiz ProStart 2 – Chapter 7

Sample Assessment Questions:

- Explain the three elements of the contemporary marketing mix. Rank them in the order you think is most important for an operation. Support your opinion.
- List and describe the four market research methods.
- Compare and contrast the four basic ways to segment the market.
- What is positioning? Look at a company that has done a good job of positioning itself and show what it has done.
- Which type of menu groups several foods together for a single price?
- The way in which an operation tells its customers about its products and services is called _____ mix.

Instructional Resources/Tools:

- Some materials were reviewed by industry representatives and abstracted from sets of standards from the following organizations:
 - Dietary Managers Association
 - American Dietetics 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 II*
- Student iPads
- Google Drive/Google Classroom

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Cross Curricular Connections:
<ul style="list-style-type: none">• ELA:<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• Apply knowledge of economic concepts and principles• Understanding cultural changes and effects in the workplace

Depth of Knowledge (Section 5)
DOK: 3

DRAFT

Curriculum: Culinary Arts II

Curricular Unit: Desserts and Baked Goods

Instructional Unit: H. Discuss and prepare desserts and baked goods

Standard Alignments (Section 2)

HECLE: HME.2.D

SCCLE: SC1.1.Hd (Chemistry); SC3.2.Db (Biology)

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

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:

- 8.1 Identify and use common ingredients in baking
- 8.2 Calculate ingredient weights using baker's percentages
- 8.3 Convert baking recipes to a new yield
- 8.4 Differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples
- 8.5 Mix yeast dough using the straight-mix method
- 8.6 Proof bake shop items
- 8.7 Prepare yeast breads
- 8.8 Prepare different types of quick breads and cake batters
- 8.9 Identify the functions of icings and determine which are best suited for different baked goods
- 8.10 Describe and prepare steamed puddings and dessert soufflés
- 8.11 Prepare pie dough using the 3-2-1 method

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- 8.12 Describe the procedure for baking blind
- 8.13 Describe roll-in dough, phyllo dough, and pâte à choux
- 8.14 Prepare cookies using various makeup methods
- 8.15 Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder
- 8.16 Demonstrate how to store chocolate properly
- 8.17 Explain how chocolate is tempered
- 8.18 Explain how crème anglaise, pastry creams, and Bavarian creams are made, and how they are used in desserts
- 8.19 List the characteristics of ice cream and give examples of other frozen desserts
- 8.20 List the steps for preparing poached fruits and tortes
- 8.21 List guidelines for plating and presenting desserts

Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - “Scope and sequence the facets of bakeshop faucets”
 - “Yeast breads”
 - “Quick breads”
 - “Pies and pastries”
 - “Cookies”
 - “Chocolates”
 - “Frozen desserts”
 - collaborative group discussions
 - videos
 - a demonstration of techniques required for kitchen labs
 - guest speaker
- The students will:
 - take guided notes on:
 - bakeshop faucets
 - yeast breads
 - quick breads
 - pies and pastries
 - cookies
 - chocolates
 - frozen desserts

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<ul style="list-style-type: none"> participate in: <ul style="list-style-type: none"> an Ice Cream Innovation project and presentation a Cookies from around the World project a Dessert Challenge project perform multiple kitchen labs and skill and cooking practicals
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> ProStart 2: <ul style="list-style-type: none"> generated pre-assessment: daily bell-ringer associated with learning targets Ice Cream Innovation recipe creation Cookies from around the World project Dessert Recipe development lab Kitchen labs Summative: <ul style="list-style-type: none"> Skill practical on: <ul style="list-style-type: none"> pie dough recipe substitutions for cookies Cooking practical – éclair paste Terminology quiz ProStart 2 – Chapter 8
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Compare and contrast lean dough and rich dough. Why is it important to use the correct shape and size pan for baking? List the 10 steps in making yeast breads. The baking ingredient that allows the dough to rise is? Allowing yeast dough to rise just before baking is called? The method for preparing cake batters used to make devil's food cake is called? The type of dough used most often to create cream puffs and éclairs is?
<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 Dietetics 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 II</i>

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<ul style="list-style-type: none"> • 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 the cause and effect relationships that influence food safety • Math: Number sense • Visual Arts: Communicate information and ideas visually • Science: <ul style="list-style-type: none"> • Investigate everyday chemical reactions while preparing and/or storing foods • Access compounds and their specific functions • Social Studies: Apply understanding of relationships within places

Depth of Knowledge (Section 5)

DOK: 2

DRAFT

Curriculum: Culinary Arts II

Curricular Unit: The “Greening” of Food Services

Instructional Unit: I. Apply the principles of conservation in foodservice

Standard Alignments (Section 2)

SCCLE: SC1.2.Ac (Earth Science); SC5.1.Ba (Earth Science)
Knowledge: (CA) 1,4,7 (FA) 1,5 (SC) 8
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, 3.2, 4.6

Unit (Section 3)

Learning Targets:

- 9.1 Define the terms sustainability and conservation
- 9.2 Explain why water conservation is important
- 9.3 List ways in which a restaurant or foodservice operation can improve the efficiency of its water usage
- 9.4 Explain the differences between renewable and nonrenewable energy sources
- 9.5 Explain why using energy efficiently is important
- 9.6 List ways in which a restaurant or foodservice operation can improve the efficiency of its energy usage
- 9.7 List ways in which a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way
- 9.8 Identify ways to reduce the total amount of waste in a restaurant or foodservice operation
- 9.9 List items that a restaurant or foodservice operation can reuse
- 9.10 List items that a restaurant or foodservice operation can recycle
- 9.11 Define the term local sourcing

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- 9.12 Identify the steps a restaurant or foodservice operation should take to purchase and then promote the use of sustainable food products
- 9.13 Identify the issues surrounding the global production of seafood, coffee, animals, and organic food

Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - Scope and sequence the facets of sustainability”
 - “Water conservation”
 - “Energy conservation”
 - “Waste management”
 - “Sustainable food practices”
 - collaborative group discussions
 - videos
 - ademonstration of techniques required for kitchen labs
 - guest speaker:
- The students will:
 - take guided notes on:
 - sustainability
 - water conservation
 - energy conservation
 - waste management
 - sustainable food practices
 - create a Water Conservation public service announcement
 - provide a virtual WebQuest for energy conservation such as:
 - fossil fuels
 - alternative fuels
 - renewable energy sources
 - participate in an Energy Efficient Restaurant Challenge project and presentation
 - design a recycling plan for the kitchen and present
 - create a sustainable menu with food presentation
 - perform multiple kitchen labs with skill and cooking practicals

Assessments/Evaluations:

- Formative:
 - ProStart 2:
 - generated pre-assessment
 - daily bell-ringer associated with learning targets
 - Recycling Plan poster
 - Sustainable Menu project

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<ul style="list-style-type: none"> • Public service announcement iMovie • Organic Foods Recipe Development lab • Kitchen labs • Summative: <ul style="list-style-type: none"> • Skill practical on: <ul style="list-style-type: none"> • identifying food additives on food labels • recipe substitutions • Cooking practical – sustainable recipes • Terminology quiz ProStart 2 – Chapter 9
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Explain why water conservation is important in a restaurant or foodservice operation. • How can a restaurant or foodservice operation save on lighting costs? • What are the benefits of recycling? • What should be considered before implementing a composting plan? • The practice of limiting the use of a resource is called? • The renewable energy source that contains energy stored from the sun through photosynthesis is? • The waste management effort that transforms waste into valuable resources is called?
<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 Dietetics 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 II</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
- Science:
 - Identify the advantages/disadvantages of using various sources of energy
 - Recognize the importance of water

Depth of Knowledge (Section 5)

DOK: 2

DRAFT

Curriculum: Culinary Arts II

Curricular Unit: Global Cuisine – The Americas

Instructional Unit: J. Identify the characteristics and tradition related to global cuisine of the Americas

Standard Alignments (Section 2)

SSGLE: MUSWH.3a.U,Y (Geography)
Knowledge: (CA) 1,4,6 (FA) 1,3 (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, 1.9, 2.1, 2.5

Unit (Section 3)

Learning Targets:

- 10.1 Identify the major influences, ingredients, flavors, and cooking techniques of Northeastern American cuisine
- 10.2 Identify the major influences, ingredients, flavors, and cooking techniques of Midwestern American cuisine
- 10.3 Identify the major influences, ingredients, flavors, and cooking techniques of Southern American cuisine
- 10.4 Identify the major influences, ingredients, flavors, and cooking techniques of Southwestern American cuisine
- 10.5 Identify the major influences, ingredients, flavors, and cooking techniques of Pacific Coast/Rim cuisine
- 10.6 Identify the major influences, ingredients, flavors, and cooking techniques of Mexican cuisine
- 10.7 Identify the major influences, ingredients, flavors, and cooking techniques of Central American cuisine
- 10.8 Identify the major influences, ingredients, flavors, and cooking techniques of Caribbean cuisine

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<ul style="list-style-type: none"> • 10.9 Identify the major influences, ingredients, flavors, and cooking techniques of Brazilian cuisine • 10.10 Identify the major influences, ingredients, flavors, and cooking techniques of Bolivian cuisine
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • The teacher will introduce content with: <ul style="list-style-type: none"> • a teacher-guided PowerPoint – Scope and sequence the facets of global cuisines focusing on The Americas • collaborative group discussions • videos • a demonstration of techniques required for kitchen labs • guest speaker • The students will: <ul style="list-style-type: none"> • take guided notes on: <ul style="list-style-type: none"> • North America • Central America and the Caribbean • South America • participate in a(n): <ul style="list-style-type: none"> • South American Cuisine Menu Innovation project and presentation • Caribbean Cultural Cuisine ThinkLink project • Americas Recipe Alteration and Creation project • Stevia Friend or Foe editorial • perform multiple kitchen labs with skill and cooking practicals
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • ProStart 2: <ul style="list-style-type: none"> • generated pre-assessment ProStart • daily bell-ringer associated with learning targets • South American Cuisine project and presentation • Caribbean ThinkLink project and presentation • Americas Recipe presentation • Stevia editorial • Kitchen labs • Summative: <ul style="list-style-type: none"> • Skill practical on: <ul style="list-style-type: none"> • tasting and identifying different cuisine characteristics • recipe creation • Cooking practical – Identifying specific ingredients used in designated cuisines • Terminology quiz ProStart 2 – Chapter 10

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<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Which type of cuisine usually showcases simple and hearty dishes that make use of locally grown food? • The Southern cuisine that was influenced by the Native Americans who taught European settlers to plant corn and introduced them to native squashes, plums, berries, greens, game, and seafood, including fish and oysters, is called? • The trinity is a form of mirepoix that is used in Cajun and Creole cooking, but in which the carrots are replaced with? • What style of cooking and presenting food combines the ingredients and techniques of Asian and West Coast cuisines? • Compare the cuisines of the Midwest and the Southwestern United States. • Compare the cuisines of Creole and Cajun. • Describe the Peruvian cuisine.
<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 Dietetics 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 II</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 understanding of: <ul style="list-style-type: none"> • relationships within places • cultural changes and effects in the workplace

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Culinary Arts II

Curricular Unit: Global Cuisine – Europe, the Mediterranean, the Middle East, and Asia

Instructional Unit: K. Identify the characteristics and tradition related to global cuisine of European, Mediterranean, and eastern cuisines

Standard Alignments (Section 2)

SSGLE: MUSWH.3a.U (Geography); MUSWH.3a.Y (Geography)

Knowledge: (CA) 1,4,6 (FA) 1,3 (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, 1.9, 2.1, 2.5

Unit (Section 3)

Learning Targets:

- 11.1 Identify the major influences, ingredients, flavors, and cooking techniques of French cuisine
- 11.2 Identify the major influences, ingredients, flavors, and cooking techniques of Italian cuisine
- 11.3 Identify the major influences, ingredients, flavors, and cooking techniques of Spanish cuisine
- 11.4 Identify the major influences, ingredients, flavors, and cooking techniques of Moroccan cuisine
- 11.5 Identify the major influences, ingredients, flavors, and cooking techniques of Greek cuisine
- 11.6 Identify the major influences, ingredients, flavors, and cooking techniques of Tunisian cuisine
- 11.7 Identify the major influences, ingredients, flavors, and cooking techniques of Egyptian cuisine
- 11.8 Identify the major influences, ingredients, flavors, and cooking techniques of Iranian cuisine

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- 11.9 Identify the major influences, ingredients, flavors, and cooking techniques of Saudi Arabian cuisine
- 11.10 Identify the major influences, ingredients, flavors, and cooking techniques of Chinese cuisine
- 11.11 Identify the major influences, ingredients, flavors, and cooking techniques of Japanese cuisine
- 11.12 Identify the major influences, ingredients, flavors, and cooking techniques of Indian cuisine

Instructional Strategies:

- The teacher will introduce content with:
 - teacher-guided PowerPoints:
 - “Scope and sequence the facets of Global Cuisines”
 - “Europe, the Mediterranean, the Middle East, and Asia”
 - Collaborative group discussions
 - videos
 - a demonstration of techniques required for kitchen labs
 - guest speaker
- The students will:
 - take guided notes on:
 - italian
 - latin
 - indian
 - asian
 - cuisine
 - participate in a:
 - Pasta project and presentation
 - Latin Fiesta Recipe development and presentation
 - Sushi Creation project
 - India Cuisine Exploration and Menu Development project
 - Faith and Food Cultural/Region project
 - perform multiple kitchen labs with skill and cooking practicals

Assessments/Evaluations:

- Formative:
 - ProStart 2:
 - generated pre-assessment ProStart
 - daily bell-ringer associated with learning targets
 - Pasta project
 - Faith and Food project and presentation
 - Development labs:

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<ul style="list-style-type: none"> • Sushi Recipe • Latin Recipe • Kitchen labs • Summative: <ul style="list-style-type: none"> • Skill practical on: <ul style="list-style-type: none"> • pasta cooked to al dente • sushi rice • Cooking practical - Identifying ingredients found in global cuisine • Terminology quiz ProStart 2 – Chapter 11
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Identify some cultural influences in Italy. • What contributions did Catherine de Medici make to France? • Compare the flavor profiles of Greece, Morocco, and Tunisia. • Describe the cuisine of Iran. • Citrus fruits, almonds, sugarcane, rice, saffron, and a wide variety of vegetables and spices were introduced to Spain by the_____ • What are the two most important flavoring agents in Greek cuisine? • What national dish of Egypt is usually eaten at breakfast?
<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 Dietetics 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 II</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

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- Social Studies – apply understanding of:
 - relationships within places
 - cultural changes and effects in the workplace

Depth of Knowledge (Section 5)

DOK: 2

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