

AM Rotation–Culinary Arts/Back Kitchen
Level II Unit Outline

Unit 1: Agenda Book Review/Classroom Rules

- Class discussion of student agenda book
- Review of classroom rules and expectations
- School safety protocols, district drills and emergency evacuations, behavior and meeting locations
- Review expectations and school policies for electronic devices

Unit 2: Safety, First Aid, Personal Protective Equipment and Shop Attire

- Identify, discuss, locate first aid and blood borne kits
- Identify, locate and demonstrate function and purpose of the Emergency Eye Station
- Identify, discuss, locate fire extinguisher
- Identify, distribute and discuss function and uses of protective eyewear, appropriate personal protective equipment (PPE) required in shop, and acceptable shop attire
- Identify, show location and discuss function and uses of the SDS (Safety Data Sheets) and how to interpret the information about paints and aerosols, content precautions, material labeling
- Equipment safety protocols
- Identify, demonstrate shop ventilation systems where applicable
- Identify locate and discuss function of shop flammable cabinet where applicable
- Discuss and demonstrate shop housekeeping of supplies, work stations and room maintenance
- Discuss and identify electrical safety considerations in the shop area
- Compile a safety section in the student shop notebook
- Identify, demonstrate air gauge function and operation where applicable
- Completion of online safety course and successful passing of safety test(s)

Unit 3: Safety and Sanitation

- Identify and review equipment and tool safety measures
- Cleaning and sanitizing
- Disposing of waste and recycling

Unit 4: Stock, Soups, Sauces

- Identify the elements of stock
- Explain the preparation of different stocks
- Understand the stocks and liquids for the foundation of flavorful sauces and soups
- Identify the 5 “Mother Sauces”

Unit 5: Starch Cookery

- Implement common cooking types for potatoes
- Execute the most common cooking methods used to prepare grains in foodservice
- Implement the appropriate cooking method for preparing both fresh and dried pasta

Unit 6: Thickening Agents

- Describe “Gelatinization” and its use in thickening sauces
- Execute several thickening methods and compare the differences
- List the different kinds of thickening agents and how they differ

Unit 7: Food Temperatures

- Recall proper temperatures for cooked foods, reheated foods and proper temperatures for refrigeration units
- Make a chart showing correct cooking temperatures for protein foods
- List proper cooling temperatures and times prior to refrigeration and the correct methods for cooling

Unit 8: Cooking Techniques

- Plan a menu using different cuts of meats, sausages, etc.
- Demonstrate proper searing
- Demonstrate grilling and broiling
- Demonstrate roasting
- Determine doneness
- Describe degrees of doneness; blue, rare, medium rare, medium, medium well, and well done

Unit 9: Cooking Principles

- List methods of heat transfer
- Explain convection cooking
- Explain conventional cooking
- Explain cooking with radiation and why and when to radiate foods
- Explain dry heat methods of cooking (Sautéing, panfrying, deep frying, grilling, broiling, roasting and baking)

Unit 10: Career Awareness, Exploration and Preparation

- Update individual student CTE portfolio
- Update resume, cover letter, Attendance for Success form, best work, etc.

- Professional behavior in CTE, employer expectations, professional appearance
- Review career goals and determine steps necessary for attainment
- Modify personalized Student Learning Plans to support declared career goals

AM Rotation–Culinary Arts/Back Kitchen
New Jersey Student Learning Standards

NJ Learning Standards 9.3

<i>CONTENT AREA</i>	9.3 CAREER AND TECHNICAL EDUCATION
HOSPITALITY & TOURISM CAREER CLUSTER[®]	
Number	Standard Statement
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
<i>PATHWAY:</i>	RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.