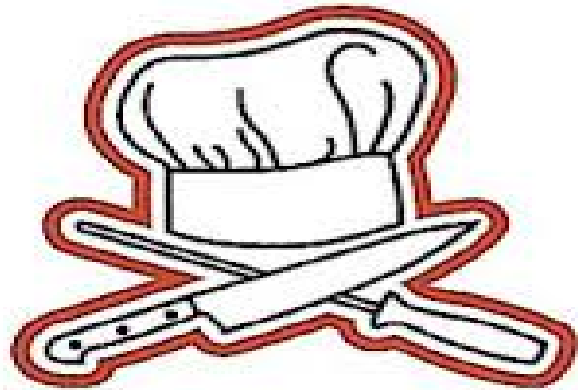


ADVANCED CULINARY ARTS CURRICULUM



CULINARY ARTS



Grade Level(s): 10 - 12

Curriculum Author(s): John Dominello

Course Description: This course is designed for students who have a strong interest in the culinary field for employment, wish to attend a post-secondary school for a degree or continue to further develop their culinary skills. Students will study advanced food preparation techniques including braising, stewing, sauteing, stir frying, baking, roasting, poaching and steaming. Emphasis is placed on proper presentation of food, knife skills, safety, sanitation, nutrition and food science. Students are required to participate in all aspects of school based catered and community service events such as Region 14 Senior Citizen luncheons. Students will study the National Restaurant Association ServSafe curriculum and participate in collaborative programs such as a Chopped Mystery Basket unit and studying different cultures through food.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
Kitchen Safety & Sanitation	How do proper kitchen safety and sanitation practices impact the quality of food and the health of those who consume it?	Maintaining rigorous kitchen safety and sanitation practices is fundamental to preventing foodborne illnesses, ensuring the health of consumers, and upholding the integrity and quality of culinary creations.	TCC1 (9-12), TCC3 (9-12), TCC4 (9-12), CCE3 (9-12)
Advanced Kitchen Mise en Place & Cooking Principles	How does understanding and practicing mise en place and advanced cooking principles enhance efficiency, creativity, and consistency in culinary execution?	Mastery of mise en place and advanced cooking principles is essential for achieving precision, consistency, and creativity in culinary arts, enabling students to execute recipes with efficiency and quality results.	TCC1(9-12), TCC3(9-12), TCC4(9-12), CCE3(9-12), CCE4(9-12), DE4(9-12), TI1(9-12), P3(9-12)
Meat, Poultry & Seafood Identification / Dry & Moist Heat Cooking Techniques	How does understanding the characteristics of different meats, poultry, and seafood, combined with the appropriate cooking techniques, influence the flavor, texture, and overall success of a dish?	A thorough knowledge of meat, poultry, and seafood identification, paired with the appropriate use of dry and moist heat cooking techniques, is crucial for maximizing flavor, texture, and success in the preparation of a wide variety of recipes.	TCC1(9-12), TCC3(9-12), TCC4(9-12), CCE3(9-12), CCE4(9-12), DE4(9-12), TI1(9-12), P3(9-12)
Advanced Bakeshop	How do precision, technique, and creativity in advanced baking contribute to the successful execution of pastries, breads and desserts?	Advanced baking requires a balance of precision, refined technique, and creative expression to achieve consistent structure, texture, and flavor. Mastery of these elements transforms basic ingredients into visually appealing and professionally executed baked goods.	TCC1(9-12), TCC3(9-12), TCC4(9-12), CCE3(9-12), CCE4(9-12), DE4(9-12), TI1(9-12), P3(9-12)



Breakfast Cookery	How do the principles of basic cooking techniques and ingredient selection influence the preparation and presentation of simple to complicated breakfast recipes?	Foundational techniques and intentional ingredient choices determine the flavor, texture, nutritional value, and appearance of breakfast foods. Mastery of these elements ensures well-balanced, visually appealing meals that meet professional culinary standards.	TCC1(9-12), TCC3(9-12), TCC4(9-12), CCE3(9-12), CCE4(9-12), DE4(9-12), TI1(9-12), P3(9-12)
Exploring Culinary Arts through World Cultures	How do understanding and incorporating diverse culinary traditions and techniques from around the world broaden our cooking skills and contribute to a greater appreciation of global cultures within our own?	Integrating culinary traditions and techniques from around the world enhances culinary creativity, fosters a deeper appreciation of global cultures, and enriches our understanding of food's role in cultural expression. It allows us to see the similarities and differences of the world through food.	TCC1(9-12), TCC3(9-12), TCC4(9-12), CCE3(9-12), CCE4(9-12), DE4(9-12), TI1(9-12), P3(9-12)
Catering and Community Service	How do efficient and effective catering management and table service techniques impact the overall dining experience and customer satisfaction?	Mastering catering management, timing, planning and table service skills are important for delivering exceptional dining experiences and ensuring high levels of customer satisfaction.	TCC4(9-12), CCE3(9-12), DE4(9-12), TI4(9-12), AA3(9-12)

Unit 1 - KITCHEN SAFETY & SANITATION

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standards

Sanitation & Food Safety: Evaluate factors that affect food safety, from production through consumption.

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

G. Safety Issues: Demonstrate procedures applied to safety issues.

16. Demonstrate procedures applied to safety issues.
17. Demonstrate skills in safe handling of knives, tools, and equipment.
18. Examine procedures for safe and secure storage for equipment and tools.

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

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

Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Maintaining rigorous kitchen safety and sanitation practices is fundamental to preventing foodborne illnesses, ensuring the health of consumers, and upholding the integrity and quality of culinary creations. • Proper kitchen sanitation and safety practices are essential to prevent foodborne illness, ensure personal and workplace hygiene, and uphold industry standards, laying the foundation for safe, high-quality food production in both home and professional kitchens. • Sanitation, safety, and food preparation skills foster responsibility, attention to detail, and critical thinking—attributes that support personal health, workplace readiness, and lifelong learning in diverse settings beyond the kitchen. • The skills learned through culinary training—such as time management, safety awareness, teamwork, and precision—are transferable and valuable in a variety of careers and real-world environments, from hospitality to healthcare to everyday home life. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do proper kitchen safety and sanitation practices impact the quality of food and the health of those who consume it? • Why is proper kitchen sanitation and safety so important in simple food production? • How do these skills translate to life beyond the classroom? • Can I utilize these skills outside of the kitchen?
<p>Students will know...</p> <ul style="list-style-type: none"> • How to explain the difference between clean and sanitary. • What a food borne illness is and how it can be prevented. • The various aspects of personal hygiene that are important in food service. • What the Danger Zone is and how important it is to preventing food borne illnesses. • How Cross Contamination occurs and how to work safely to avoid it. • What the proper procedures are when cleaning and sanitizing food-contact surfaces in the kitchen. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Evaluate factors that affect food safety, from production through consumption. • Demonstrate procedures applied to kitchen safety issues. • Demonstrate food safety and sanitation procedures. • Apply the principles of time and temperature when handling food. • Classify the sources of biological, chemical and physical hazards and ways to prevent them or control their growth. • Describe and practice good personal hygiene/health procedures, and report symptoms of illness. • Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked and ready-to-eat foods and between animal or fish sources and other food products. • Determine methods and demonstrate the ability to ensure safety at all times.

	<ul style="list-style-type: none"> • Discuss fire prevention and what to do when a fire occurs. • Identify common accidents and injuries and discuss preventative maintenance for these issues.
Key Vocabulary: Cross Contamination, Pathogen, Bacteria, Danger Zone, Sanitizing/Cleaning, Physical, Chemical and Biological Hazards, Fire Safety, Knife Safety, Foodborne Illness/Outbreak	
Assessment Evidence	
Performance Tasks: Summative: Group Case Study: They will complete and present a written Case Study. They are the City Health Inspector. They are presented with a list of real world situations in a restaurant kitchen and they will determine if they are in violation of sanitation/safety standards with detailed support.	Other Evidence: <ul style="list-style-type: none"> • Formative: Pre-test to evaluate level of understanding of prior knowledge. • Interim: Cooking lab to evaluate their ability to translate kitchen sanitation/safety to a hands-on lab.
Learning Plan	
Class discussions and real world situations as they apply to food safety and sanitation. TCC1(9-12) CCE3 (9-12) TCC4 (9-12) Health Inspector Case Study, group project. TCC3(9-12) TCC4 (9-12) Food Safety: Evaluate factors that affect food safety, from production through consumption with a demonstration and group cooking lab. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention, class discussion and Case Study. CCE3 (9-12) TCC4 (9-12) Safety Issues: Demonstrate procedures applied to safety issues (Lab demonstration).CCE3 (9-12) TCC4 (9-12) Demonstrate skills in safe handling of knives, tools, and equipment. Examine procedures for safe and secure storage for equipment and tools through class discussions and demonstrations. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures. CCE3 (9-12) TCC4 (9-12) <ul style="list-style-type: none"> • Explain and demonstrate methods for properly handling and storing both raw and prepared foods. • Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and other food products. • Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils. 	

Teacher Resources: The Culinary Professional, Goodheart-Wilcox Publisher, Second Edition; Servsafe Essentials, fifth Edition, National Restaurant Solutions; The New Professional Chef, The Culinary Institute of America, Sixth Edition; Instructional Videos; Resources may be added to keep current.



Unit 2 - Advanced Kitchen Mise en Place & Cooking Principles

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standard

Sanitation & Food Safety: Evaluate factors that affect food safety, from production through consumption.

E. Food Safety: Evaluate factors that affect food safety, from production through consumption with a demonstration and group cooking lab.

Culinary and Food Production

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

20. Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand that...

- Mastery of mise en place and advanced cooking principles is essential for achieving precision, consistency, and creativity in culinary arts, enabling students to execute recipes with efficiency and quality results.
- Mise en place, or “everything in its place,” is a foundational culinary practice that promotes efficiency, organization, and precision in food preparation, reducing errors and enhancing workflow in both individual and team-based cooking environments.
- Proper seasoning enhances the natural flavors of food, elevating the sensory experience and demonstrating the cook’s skill in balancing taste, aroma, and texture to meet diverse culinary expectations and preferences.
- The ability to accurately interpret a recipe is critical for culinary success, as it ensures correct ingredient usage, proper timing, and appropriate cooking techniques—skills that promote consistency, creativity, and adaptability in the kitchen.
- Cooking techniques differ in their methods, purposes, and outcomes—from moist heat to dry heat or combination methods—each influencing texture, flavor, and presentation. A deep understanding of these methods allows chefs to make informed decisions to achieve desired culinary results.

Essential Questions:

- How does understanding and practicing mise en place and advanced cooking principles enhance efficiency, creativity, and consistency in culinary execution?
- What is mise en place and its role in the kitchen?
- Why is seasoning food properly important to the final product?
- How important is understanding how to properly read a recipe?
- Are all cooking techniques the same? How do they compare and contrast?

Students will know...

- The differences between and how to execute cooking techniques.
- Recall basic preparation skills such as peeling, concasse, knife skills and how to season food.

Students will be able to...

- Properly read and execute a recipe.
- Demonstrate through comparing and contrasting most cooking techniques to include; Sautéing/Stir Frying, Pan-Frying/Deep Frying, Poaching/Steaming/Simmering.

<ul style="list-style-type: none"> • And identify the differences between stocks and broths. • By comparing and contrasting, the importance of proper cooling, heating, cooking and holding foods at proper temperatures. • The proper execution of most cooking techniques. • Food needs to be properly seasoned for a successful recipe. • Procedures such as the Standard Breading Procedure are necessary to successfully complete many recipes. 	<ul style="list-style-type: none"> • Assess through repetition and tasting how to properly season food. • Demonstrate and practice advanced knife skills. • Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. • Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods. • Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. • Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques. • Prepare various salads, dressings and marinades using ratios. • Understand and display proper food presentations. • Identify the Standard Breading Procedure process.
Key Vocabulary: Recipe, Mise en Place, Stocks/Broths, Herbs, Spices, Seasonings, Stir Fry/Saute, Braise/Stew, Grill/Broil, Poach/Steam/Steam, Chiffonade, Concasse, Proper Knife Skills, Rubbed Dough Method	
Assessment Evidence	
Performance Tasks: Summative: Cooking labs to compare and contrast the following cooking techniques: Stir Fry/Saute, Braise/Stew, Grill/Broil, Poach/Steam/Steam, Deep Frying/Pan-Frying. Chopped Mystery Basket group project.	Other Evidence: Formative: Practicing preparation techniques such as Standard Breading Procedure, Concasse, Knife Skills, Preparing Sauces and Recipe Reading. Interim: Written Group Project the will be presented, comparing and contrasting all cooking techniques.
Learning Plan	
Discussion, demonstrating then practicing properly the following: <ul style="list-style-type: none"> • Reading a recipe TCC1(9-12) • Standard breading procedure TCC1(9-12) • Concasse and knife skills TI1(9-12), P3(9-12) • Preparing broths and stocks CCE3(9-12), CCE4(9-12) • Preparing recipes with the following techniques: Stir Fry/Saute, Braise/Stew, Grill/Broil, Poach/Steam/Steam, Deep Frying/Pan-Frying CCE3(9-12), CCE4(9-12) 	

- Chopped Mystery Basket group project TCC4(9-12), CCE3(9-12), CCE4(9-12)

Teacher Resources: The Culinary Professional, Goodheart-Wilcox Publisher, Second Edition; Servsafe Essentials, fifth Edition, National Restaurant Solutions; The New Professional Chef, The Culinary Institute of America, Sixth Edition; Instructional Videos; Resources may be added to keep current.



Unit 3 - Meat, Poultry & Seafood Identification / Combination Dry & Moist Heat Cooking Techniques

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standard

Sanitation & Food Safety

E. Food Safety: Evaluate factors that affect food safety, from production through consumption with a demonstration and group cooking lab.

Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the life span.

2. Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices.

3. Describe the impact of global and local events and conditions on the cost and availability of foods.

Culinary and Food Production

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

20. Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
 TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
 CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
 CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
 DE4(9-12): I can work respectfully with all members of my community and support the needs of others.
 TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
 P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand that...

- A thorough knowledge of meat, poultry, and seafood identification, paired with the appropriate use of dry and moist heat cooking techniques, is crucial for maximizing flavor, texture, and success in the preparation of a wide variety of recipes.
- Stewing and braising are both moist-heat cooking techniques that tenderize tough cuts of meat through slow cooking; while stewing involves fully submerging smaller pieces in liquid, braising uses less liquid and typically involves larger cuts. Both methods develop rich flavors and textures through prolonged, gentle heat.
- Simmering and poaching both cook food gently in hot liquid, but differ in temperature and purpose. Poaching uses lower heat to preserve delicate texture, ideal for eggs or fish, while simmering uses slightly higher heat for ingredients like grains or tougher proteins, promoting thorough cooking and flavor infusion.
- Not all cuts are suited to braising or stewing; tougher, more connective tissue-rich cuts benefit most from slow, moist heat, while tender cuts may become dry or overcooked. Selecting the appropriate technique based on texture and structure is essential for optimal results.
- Fish and shellfish differ in anatomy, texture, and cooking requirements. Fish typically have soft, flaky flesh, while shellfish may be firmer or more delicate depending on the species. Understanding these differences helps ensure proper handling, preparation, and cooking for flavor, safety, and presentation.

Essential Questions:

- How does understanding the characteristics of different meats, poultry, and seafood, combined with the appropriate cooking techniques, influence the flavor, texture, and overall success of a dish?
- How do stewing and braising differ and what are their similarities?
- How do simmering and poaching differ and what are their similarities?
- Can all cuts of meat, poultry and seafood be braised or stewed?
- Are there differences between fish and shellfish?
- Is it necessary to season all meats, poultry and seafood before preparation?

<ul style="list-style-type: none"> Seasoning is essential to enhance natural flavors and improve texture during cooking. While methods may vary—such as marinades, rubs, or simple salt application—pre-seasoning contributes significantly to the taste, aroma, and overall quality of the final dish. 	
<p>Students will know...</p> <ul style="list-style-type: none"> Proper storage methods to maintain freshness and prevent spoilage. What cuts of meat need to use the searing, poaching, simmering, braising and stewing techniques. Food safety practices to avoid cross-contamination and ensure the safe handling of raw products. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Properly execute simmering, poaching, stewing and braising with meat and seafood. Choose the appropriate cuts of meat and seafood with the appropriate cooking method. Identify the safety and quality concerns when handling meat and seafood. Determine the doneness of various cuts of meat and seafood with the appropriate cooking techniques. Properly poultry fabrication into portion sized cuts. Interpret various indicators of freshness for various types of finfish and shellfish. Recognize common portions in which meats are cut. assess the freshness and quality of meat, poultry, and seafood through visual and sensory cues. properly identify what cuts of meats and seafood require which cooking methods. recognize the differences between lean and tough cuts of meat. associate previously learned safety and sanitation practices with the proper handling and storage methods for meat and poultry.
<p>Key Vocabulary: Braise/Stew, Poach, Simmer, Butcher, Finfish, Shellfish, Bivalves, Shucking, Aquaculture, Fabrication, Searing, Dredging, Carry-over cooking, Jus, Nappe</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: Summative: Students will break down a whole chicken and fabricate the different cuts for various recipes.</p>	<p>Other Evidence: Interim: Preparing, comparing and contrasting a braising vs a stewing recipe. Interim: Boning the chicken thighs, stuffing and roasting them. Formative: Using the chicken bones to simmer chicken stock.</p>

Learning Plan

Class demonstrations and discussions. TCC1(9-12) CCE4(9-12)
Comparing and contrasting project for various cooking methods. TCC3(9-12) CCE4(9-12) DE4(9-12) TI1(9-12)
Kitchen Labs to include fabrication of chicken, braising, stewing and roasting. TCC4(9-12)
Group kitchen labs. CCE3(9-12) CCE4(9-12) DE4(9-12) P3(9-12)

Teacher Resources: The Culinary Professional, Goodheart-Wilcox Publisher, Second Edition; Servsafe Essentials, fifth Edition, National Restaurant Solutions; The New Professional Chef, The Culinary Institute of America, Sixth Edition; Instructional Videos; Resources may be added to keep current.

Unit 4 - Advanced Bakeshop

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standard

Sanitation & Food Safety

E. Food Safety: Evaluate factors that affect food safety, from production through consumption with a demonstration and group cooking lab.

Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the life span.

2. Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices.

3. Describe the impact of global and local events and conditions on the cost and availability of foods.

Culinary and Food Production

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including pan frying, deep frying, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

F. Customer Service: Demonstrate the concept of internal and external customer service.

25. Demonstrate quality services that meet industry standards in the food service industry.

26. Analyze the relationship between employees and customer satisfaction.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand that...

- Advanced baking requires a balance of precision, refined technique, and creative expression to achieve consistent structure, texture, and flavor. Mastery of these elements transforms basic ingredients into visually appealing and professionally executed baked goods.
- Ingredient selection is critical in baking; variations in flour protein, sugar type, fat composition, and leavening agents directly influence the structure, tenderness, browning, and taste of baked goods. Understanding their properties allows bakers to tailor recipes to desired results.
- Mixing methods—such as creaming, folding, whipping, and the muffin method—affect gluten development, aeration, and batter consistency, which in turn influence crumb texture, rise, and product uniformity. Choosing the right method is essential for recipe success.
- Accurate measuring and scaling using appropriate tools and techniques ensures consistency and predictability in baked goods, which is critical in baking’s science-based processes. Precision prevents ingredient imbalances that can compromise texture, rise, or flavor.
- Oven temperature controls the rate of rise, caramelization, and moisture retention in baked goods. Proper calibration and

Essential Questions:

- How do precision, technique, and creativity in advanced baking contribute to the successful execution of pastries, breads and desserts?
- How do different types of flours, sugars, fats, and leavening agents impact the texture, flavor, and appearance of baked goods?
- How do different mixing methods affect the outcome of baked goods?
- What are the best practices for measuring and scaling ingredients accurately in baking?
- What are the effects of oven temperature on the cooking time and quality of baked goods?

<p>understanding of baking temperatures are vital for achieving ideal texture, color, and doneness without under- or over-baking.</p>	
<p>Students will know...</p> <ul style="list-style-type: none"> • The differences between mixing methods and categories of bakeshop items. • Yeast and chemical leaveners are not interchangeable and their uses. • That time management leads to success in creating baked goods. • The importance of maintaining cleanliness in the baking environment to prevent contamination. • Learn proper storage techniques for baked goods to maintain freshness and prevent spoilage. • Understand the chemical reactions that occur during baking, such as caramelization and gluten formation. • Proper Use of Equipment; familiarity with essential baking tools and equipment, including mixers, ovens and smallwares. • The importance of accurate measuring and scaling of ingredients for consistent results in baking. • The difference between cakes, pies, quickbreads and tarts. • The difference between quick breads and yeast raised breads. • The process for assembling a quality cake. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Prepare a variety by understanding the proper mixing method. • Prepare both yeast raised products and quickbreads by knowing how each's leavening agents react. • Utilize the appropriate safety and kitchen sanitation strategies to produce safe products. • Properly utilize the necessary tools to produce a variety of desserts. • Prepare bulk quantities of desserts for Community Service events. • Scale raw batters and doughs for production. • Prepare cookies from each category. • Prepare and decorate cakes. • Create custards, creams and sauces. • classify cakes according to mixing methods.
<p>Key Vocabulary: All purpose flour, High and Low Gluten Flours, Yeast, Chemical Leaveners, Mixing Methods, Fermentation/Proofing, Cookie Categories, Kneading, Scaling, Blind Baking, Pie Dough Method, Well Method, Pastry Cream, Ganache, Quickbreads, Candy Thermometer</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Summatives:</p> <ul style="list-style-type: none"> • Baking and decorating layer cakes. • Preparing desserts for Community service events. • Frying donuts and beignets using yeast and chemical leaveners. • Creating various pastries from pate au choux 	<p>Other Evidence: Interim:</p> <ul style="list-style-type: none"> • Preparing individual cheesecakes. • Completing labs with yeast raised breads, focaccia and sour dough. • Group written project researching and presenting pastries from different cultures. <p>Formative:</p>

- Cookies for events such as Veterans Day, Staff Meetings and Special Occasions as needed

Learning Plan

Class/Student demonstrations and discussions. TCC1(9-12) CCE4(9-12)
 Group written project researching and presenting pastries from different cultures. TCC3(9-12) CCE4(9-12) DE4(9-12) TI1(9-12)
 Kitchen Labs to include quickbreads, yeast raised products, baked and fried pastries and layer cakes. TCC4(9-12)
 Group kitchen labs. CCE3(9-12) CCE4(9-12) DE4(9-12) P3(9-12)
 Community Service projects. DE4(9-12)

Teacher Resources: The Culinary Professional, Goodheart-Wilcox Publisher, Second Edition; Servsafe Essentials, fifth Edition, National Restaurant Solutions; The New Professional Chef, The Culinary Institute of America, Sixth Edition; Instructional Videos; Resources may be added to keep current.

Unit 5 - Breakfast Cookery

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standard

Sanitation & Food Safety: Evaluate factors that affect food safety, from production through consumption.

E. Food Safety: Evaluate factors that affect food safety, from production through consumption with a demonstration and group cooking lab.

Culinary and Food Production

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

F. Customer Service: Demonstrate the concept of internal and external customer service.

25. Demonstrate quality services that meet industry standards in the food service industry.

26. Analyze the relationship between employees and customer satisfaction.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
 TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
 CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
 CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
 DE4(9-12): I can work respectfully with all members of my community and support the needs of others.
 TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
 P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand...

- Foundational techniques and intentional ingredient choices determine the flavor, texture, nutritional value, and appearance of breakfast foods. Mastery of these elements ensures well-balanced, visually appealing meals that meet professional culinary standards.
- Eggs can be boiled, poached, fried, scrambled, baked, or used in emulsions, each method affecting texture, structure, and flavor. Understanding heat application and technique allows chefs to produce consistent, high-quality results tailored to individual preferences.
- Modifying recipes to accommodate dietary needs involves substituting ingredients while maintaining texture, flavor, and visual appeal. Knowledge of alternative proteins, flours, and fats allows chefs to adapt meals that are inclusive, safe, and satisfying.
- Breakfast traditions reflect a culture's values, climate, available ingredients, and historical influences. Exploring global morning meals fosters cultural appreciation and broadens culinary perspectives through diverse flavor profiles and preparation methods.
- Preventing cross-contamination through proper sanitation, separation of tools and surfaces, and safe handling of raw foods is essential for protecting consumers' health and maintaining a professional standard of kitchen hygiene.

Essential Questions:

- How do the principles of basic cooking techniques and ingredient selection influence the preparation and presentation of breakfast recipes?
- What are the different cooking techniques for eggs and how do these methods impact the final dish?
- What are some strategies for modifying traditional breakfast dishes to suit vegetarian, vegan, gluten-free, or other special diets?
- What do traditional breakfast dishes reveal about a culture?
- How can cross-contamination be avoided when preparing breakfast meats, eggs, and other ingredients?
- What is the role of leavening agents in pancakes and waffles, and how do they contribute to the texture and rise of the final product?

<ul style="list-style-type: none"> Leavening agents like baking powder or baking soda create air pockets that give pancakes and waffles a light, fluffy texture. Correct use and balance of these ingredients directly impact volume, tenderness, and appearance. 	
<p>Students will know...</p> <ul style="list-style-type: none"> The different cooking techniques for eggs. Why it is important to practice proper kitchen safety and sanitation with breakfast, especially egg dishes. How chemical and organic leaveners are used in breakfast cookery. Breakfast is a diverse meal globally. In today's society, there are many versions of a traditional breakfast. The functions are of breakfast cookery ingredients. How important it is to properly plate and present these items. Nutrition and Health Considerations. How timing is important when preparing breakfast, especially egg items. That breakfast in the United States is unique from what the rest of the world eats in the morning. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Practice the variety of egg preparation methods and cooking techniques. Prepare breakfast items using different leaveners, batters and dough. Identify the components of a traditional American breakfast and compare/contrast with breakfast items from different cultures. Use proper kitchen safety and sanitation methods to prepare safe breakfast items. Identify and prepare traditional breakfast items with different ingredients that can be vegetarian and vegan friendly. Prepare and present a variety of breakfast items from mise en place to completion. prepare the different components of a balanced breakfast. prevent common issues like overcooked eggs, burnt toast, or undercooked pancakes
<p>Key Vocabulary: poach, fry, baste, scramble, batter, dough, frittata, yeast, chemical leaveners, grits, omelets, plant based ingredients</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Summative: Students will learn about and practice one breakfast item each month. These assessments will vary from traditional breakfast items to breakfast from different cultures.</p>	<p>Other Evidence: Interim: This assessment will be a group project in which the teams will research breakfast from a specific region of the world and compare it to a traditional American breakfast.</p> <p>Formative: Groups will brainstorm a list of basic ingredients that can be added to pancake, french toast or waffle batter and discuss how this will affect the final product.</p>

Learning Plan

Class discussion regarding an overview of what breakfast is in America and how they perceive it globally. CCE3(9-12), CCE4(9-12), DE4(9-12), P3(9-12)

Poached egg project. CCE3(9-12), CCE4(9-12), DE4(9-12)

Monthly group breakfast cookery recipe labs. TCC1(9-12), TCC3(9-12), TCC4(9-12)

Group research and presentation project comparing and contrasting American breakfast to different cultures. CCE3(9-12), CCE4(9-12), P3(9-12) DE4(9-12)

Students will create lists of ingredients that can be added to breakfast batters and discuss how this will affect the final product. CCE3(9-12), CCE4(9-12)

The class may be called on to prepare breakfast items for catering events. TCC4(9-12)

Teacher Resources: The Culinary Professional, Goodheart-Wilcox Publisher, Second Edition; Servsafe Essentials, fifth Edition, National Restaurant Solutions; The New Professional Chef, The Culinary Institute of America, Sixth Edition; Instructional Videos; Resources may be added to keep current.



Unit 6 - Exploring Culinary Arts through World Cultures

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standard

Sanitation & Food Safety: Evaluate factors that affect food safety, from production through consumption.

E. Food Safety: Evaluate factors that affect food safety, from production through consumption with a demonstration and group cooking lab.

Culinary and Food Production

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

20. Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques.

Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.

22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Customer Service: Demonstrate the concept of internal and external customer service.

25. Demonstrate quality services that meet industry standards in the food service industry.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Enduring Understandings: Students will understand...

- Integrating culinary traditions and techniques from around the world enhances culinary creativity, fosters a deeper appreciation of global cultures, and enriches our understanding of food's role in cultural expression. It allows us to see the similarities and differences of the world through food.
- Geographic factors like climate, terrain, and access to trade shape a region's ingredients and culinary practices. Understanding this connection reveals how cultures adapt to their environments and highlights the role of place in defining taste and technique.
- Traditional foods serve as historical records, reflecting colonization, migration, trade, and cultural exchange. Studying culinary heritage reveals how food evolves over time in response to social, political, and economic influences.
- Each culture has its own approach to achieving flavor harmony, influenced by local ingredients, preferences, and traditions. Recognizing these differences enhances palate development and promotes versatile, globally inspired cooking.
- Cultural celebrations and religious observances shape food choices, preparation styles, and meal timing. These customs connect people through shared meaning and reinforce identity and community through symbolic and traditional dishes.

Essential Questions:

- How do understanding and incorporating diverse culinary traditions and techniques from around the world broaden our cooking skills and contribute to a greater appreciation of global cultures within our own?
- How does geography influence the ingredients and cooking methods of a culture's cuisine?
- How do specific dishes, ingredients, or cooking methods reflect the history of a culture?
- How do different cultures balance flavors (sweet, salty, sour, bitter, umami) in their cuisine?
- How do festivals, rituals, and religious practices influence the foods eaten in various cultures?
- What are some challenges and solutions for recreating authentic dishes with limited access to traditional ingredients or tools?

<ul style="list-style-type: none"> Recreating authentic global dishes often requires adaptation. By understanding the purpose of each component or technique, chefs can make informed substitutions that maintain cultural integrity while embracing resourcefulness and creativity. 	
<p>Students will know...</p> <ul style="list-style-type: none"> How culinary arts are connected to different cultures, history, and geography. How historical influences, geography and climate play a major role in global cuisine. What role traditional cooking techniques play in understanding international foods. How religion, festivals and holidays play a major role in global cuisine. How food is the common connector to people and cultural diplomacy. The diverse culinary traditions around the world, as well as the cultural, historical, religious and social contexts that create them. Global cuisines and cultural diversities. How ingredients affect global cuisine. What the differences are with global street foods through cooking methods, tradition and ingredients. identity, traditions, and values of different societies. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Develop the skills to recreate and adapt global cuisines with respect and authenticity within the limits of our classroom. Utilize ingredients, not common to American cuisine, to identify and recreate foods from other cultures. Demonstrate cultural cooking techniques. Analyze the influence of culture, history and geography on cuisine. Adapt recipes for specific dietary needs. Explore the role of food in cultural events and traditions. Respect and appreciate cultural diversity through culinary arts. Collaborate on multicultural group projects. Connect cultural diversity through cuisine.
<p>Key Vocabulary: Puposa, Pastels, Pegao, Braising, Deep Frying, Global Pasta, Risotto, Gelato, Beignets, Empanada, Curry, Pho, Flaky Dough, Gyoza, Focaccia, Galette</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Summative: Students will learn about and practice two recipes from different cultures each month.</p>	<p>Other Evidence: Interim: These assessments will be group projects in which the teams will research the cuisine from a specific region of the world and explore it through such factors as geography, history, religion and climate.</p>

	Formative: Groups will brainstorm a list of basic ingredients that are used in different cuisines. Some of these ingredients American cuisine uses in a different way and some are foreign to our culture.
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Learning Plan	
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Class discussion regarding an overview of what culture and cuisine are and how the cuisine of a region of the world has evolved. CCE3(9-12), CCE4(9-12), DE4(9-12), P3(9-12) Ingredients project. CCE3(9-12), CCE4(9-12), DE4(9-12) Monthly group International cuisine labs. TCC1(9-12), TCC3(9-12), TCC4(9-12) Group research and presentation project researching different world cultures through their cuisine. CCE3(9-12), CCE4(9-12), P3(9-12) DE4(9-12) The class will prepare some of these items for Bistro offerings to the staff. TCC4(9-12)	
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Teacher Resources: The Culinary Professional, Goodheart-Wilcox Publisher, Second Edition; Servsafe Essentials, fifth Edition, National Restaurant Solutions; The New Professional Chef, The Culinary Institute of America, Sixth Edition; Instructional Videos; Resources may be added to keep current.	
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Unit 7 - Catering and Community Service

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Career & Technical Education Performance Standards and Competencies & Common Core Standard

Sanitation & Food Safety: Evaluate factors that affect food safety, from production through consumption.

E. Food Safety: Evaluate factors that affect food safety, from production through consumption with a demonstration and group cooking lab.

Menu Planning: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

11. Apply menu-planning principles to develop and modify menus.

12. Analyze food, equipment, and supplies needed for menus.

Culinary and Food Production

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.

14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

20. Prepare various salads, dressings, marinades, and seasonings using safe handling and professional preparation techniques.

21. Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.

22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

24. Demonstrate professional plating, garnishing, and food presentation techniques.

Customer Service: Demonstrate the concept of internal and external customer service.

25. Demonstrate quality services that meet industry standards in the food service industry.
26. Analyze the relationship between employees and customer satisfaction.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Mastering catering management, timing, planning and table service skills are important for delivering exceptional dining experiences and ensuring high levels of customer satisfaction.
- Successful menu planning for diverse audiences requires attention to dietary needs, cultural preferences, flavor variety, and food allergies. Inclusive, balanced menus reflect respect for all guests and demonstrate professional awareness of culinary equity and hospitality.
- In catering, strict food safety and sanitation practices prevent contamination and ensure public health. Consistent monitoring of temperature, cross-contamination risks, personal hygiene, and transport protocols is essential when serving food off-site to large groups.
- Culinary arts empower students to serve their communities by preparing meals for shelters, fundraisers, or events. These experiences foster empathy, responsibility, and a deeper understanding of how food can nourish both body and community.
- Effective teamwork ensures efficiency, quality, and positive outcomes in catering and service projects. Clear communication, task delegation, and collaboration build

Essential Questions:

- How do efficient and effective catering management and table service techniques impact the overall dining experience and customer satisfaction?
- What are the most important considerations when creating a menu for a diverse audience?
- Why is food safety and sanitation critical in catering, and how can it be maintained during large events?
- How can culinary arts be used for community service?
- What role does teamwork play in the success of a catering or community service project?
- How can feedback from clients and participants be used to improve future catering and community service efforts?

<p>professional kitchen habits and contribute to meaningful, well-executed events.</p> <ul style="list-style-type: none"> • Constructive feedback is a valuable tool for growth, helping culinary professionals refine their practices, enhance customer satisfaction, and improve organization and execution for future events. It fosters a mindset of continuous improvement and excellence. 	
<p>Students will know...</p> <ul style="list-style-type: none"> • The skills, responsibilities, and ethical considerations involved in catering and community service, preparing them to apply these concepts both in professional settings and in giving back to their communities. • What role Food Safety and Sanitation play. • How to properly present food for large scale and ala carte events. • How to properly assist with the coordination and execution of a catered event. • The impact of Community Service and how important building relationships are. • What teamwork, leadership, flexibility and feedback mean to the success of an event. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Plan and organize catering events. • Assist with designing and preparing menus. • Implement Food Safety and Sanitation practices. • Prepare and present the menu. • Serve and interact with guests. • Conduct community service projects. • Lead and work in teams. • Self reflect and improve performance. • Determine a budget and project costs
<p>Key Vocabulary: Menu Design, Planning, Execution, Scaling Recipes, Portion Control, Safety & Sanitation, Community Relations, Engaging with Guests, Yield, Mise en Place, Batch Cooking, Teamwork, Collaboration</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Summative: Students will participate from planning and service to reflection in two Senior Citizen Community Service meals.</p>	<p>Other Evidence: Interim: Real world Bistro service projects scheduled several times per year. Middle School soup collaboration for the region's Senior Citizens. Veteran's Day catering project. Staff meeting catering projects. Various catering projects as requested.</p> <p>Formative: Community Service reflection assignments.</p>

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Class discussion regarding an overview of our year's projects and Community Service. CCE3(9-12), DE4(9-12)

Instructor and student demonstrations of project components. TCC4(9-12), CCE3(9-12),

Preparation of each component of Catering/Community Service projects. TCC4(9-12), CCE3(9-12), DE4 (9-12), TI4(9-12), AA3(9-12)

Group research and presentation project researching various recipes for catering projects. TCC4(9-12), CCE3(9-12), DE4 (9-12), TI4(9-12), AA3(9-12)

Community Service and Catering presentation and service. TCC4(9-12), CCE3(9-12), DE4 (9-12), TI4(9-12), AA3(9-12)

Reflection on each Community Service project. TCC4(9-12)

Teacher Resources: The Culinary Professional, Goodheart-Wilcox Publisher, Second Edition; Servsafe Essentials, fifth Edition, National Restaurant Solutions; The New Professional Chef, The Culinary Institute of America, Sixth Edition; Instructional Videos; Resources may be added to keep current.

