

BOE Adoption:	
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Culinary Arts and Hospitality Section I Curriculum Map Grade 10
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Content Area: 21st Century Learning
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<u>Unit I:</u> <ul style="list-style-type: none"> ● Introduction to Culinary Arts and Hospitality <ul style="list-style-type: none"> ○ Kitchen Stations and Basic Food Recipe Production ○ Working as a Team Member-Manners Matter ○ Identification of Kitchen Tools and Equipment ○ Safety and Sanitation in a Kitchen ○ View the Hospitality Industry as a Career Option 	45 Periods
<u>Unit II:</u> <ul style="list-style-type: none"> ● Introduction to Bakeshop <ul style="list-style-type: none"> ○ Identify Baking Ingredients ○ Operate and Handle Baking Specific Tools and Equipment ○ Practice and Understand Kitchen Format Measures ○ Complete Safe Baking Recipes and Procedures ○ Research Professional Expectations Within Food Service 	45 Periods
<u>Unit III:</u> <ul style="list-style-type: none"> ● Introduction to Proteins, Vegetables and Starches 	45 Periods

Culinary Arts and Hospitality - Grades 10-12

<ul style="list-style-type: none"> ○ Discover and Practice Preparing Popular Proteins and Accompaniments ○ Continue Improving Knife Skills, Food Handling and Food Storage ○ Identify Presentation Skills for Retail Consumption ○ Trace Food Origins ○ Practice Workplace Communication Skills 	
<p><u>Unit IV:</u></p> <ul style="list-style-type: none"> ● Introduction to Cold Foods and Catering <ul style="list-style-type: none"> ○ Prepare and Name Essential Restaurant Sandwiches and Salads ○ Practice and Present Basic Fruit Cutting ○ View and Discuss Catering Preparations for Large Groups ○ Introduction to Basic Career Skills 	<p>45 Periods</p>

Introduction / Philosophy: The curriculum will facilitate student learning of Culinary Arts and the Hospitality Industry concepts, with fundamental topics and hands-on practice. We will prepare students to be job, trade school or college ready by teaching them how to successfully apply high school learning to real career situations. We will challenge students to think critically and solve problems. Students will learn how and why food service businesses make hiring, safety, menu and purchasing decisions. We will combine instruction in Culinary Arts, team building, safety, food knowledge and the greater “hospitality” industry to meet the rigor of critical thinking in 21st Century Learning.

Vision: While modern technology has dramatically changed how we communicate and learn, the skills needed within a professional kitchen have varied little. Culinary Arts and Hospitality utilizes modern and, many, state of the art tools to execute food preparation tasks. Computer learning and storage of data is essential to a contemporary food service facility and we are fortunate to offer both the new trends and established protocols to engage students. We prepare career minded students for this evolving world of food and beverage service with historical knowledge, essential skills and hands on training.

Mission: Culinary Arts and Hospitality will teach students how to interview, choose paths, complete essential tasks and grow in the food and hospitality field. As participants skills increase, so will the challenges to do and learn more about this vast and

Culinary Arts and Hospitality - Grades 10-12

growing career opportunity. Students will realize success, failure, growth, relearning, and self assurance when experiencing food preparation and other career skills in a team setting.

SUGGESTED OPTIONS FOR DIFFERENTIATION IN CULINARY ARTS AND HOSPITALITY

English Language Learners

- Visuals
- Demonstration
- Post Translations
- Pair ELL students with English/Spanish speakers in Brigade
- Simplified language/teacher talk/thinking aloud
- ESL Support
- Teacher presents in English/Spanish
- Introducing vocabulary before lesson
- Teacher modeling
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities

Special Education

- Use visuals
- Special Ed Support
- Introduce key vocabulary before lesson
- Test equipment handling
- Preferential seating
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Active Engagement using visual, auditory, kinesthetic tactile activities

Culinary Arts and Hospitality - Grades 10-12

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in small group
- Follow all modifications/504 plan

Gifted and Talented

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Propose interest-based extension activities.
- Ask "why" and "what if" questions
- Provide whole group enriched explorations
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Include small group learning activities

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Allow extra time to complete assignments or tests
- Work in small group
- Complete additional kitchen projects
- Parent/One on one conferencing

Standards / Learning Targets
Focus Standards - Major Standards
<p>CONTENT AREA 9.3 CAREER AND TECHNICAL EDUCATION HOSPITALITY & TOURISM CAREER CLUSTER® 21st Century Life and Careers RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)</p> <p>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.</p>
Supporting & Additional Standards
<p>NEW JERSEY STUDENT LEARNING STANDARDS – CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</p>

Culinary Arts and Hospitality - Grades 10-12

9.4 LIFE LITERACIES AND KEY SKILLS

CREATIVITY AND INNOVATION

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

CRITICAL THINKING AND PROBLEM SOLVING

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem Solving.

INFORMATION AND MEDIA LITERACY

- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

Interdisciplinary Standards

New Jersey Student Learning Standards for English Language Arts

LANGUAGE DOMAIN

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

READING DOMAIN

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information

WRITING DOMAIN

- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SPEAKING AND LISTENING DOMAIN

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Observation • Guided Practice • Class Participation • Recipe Execution • Timelines, Maps, Charts • Assignment Reflections • Do Nows • Presentations <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> • Review and Assessment • Check Your Understanding <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Chapter/Unit/Weekly Assessments • Writing Assignments -Notebook • Presentations • Production/Recipe execution • Student Duties 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> • Cooperative Groups • Think-Pair-Share • Conferencing • Reflections/Work Maps • Catering Participation • Club Achievements
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Unit 1: Introduction to Culinary Arts and Hospitality

Duration: 45 Days	
Enduring Understandings Unit 1	Essential Questions Unit 1
<p>Students should know:</p> <ul style="list-style-type: none"> • The steps involved in personal care and self cleaning, facility, equipment, tools care and cleaning, sanitizing surfaces and appropriate temperatures to receive and store food. Manners Matter and they will be practiced in the kitchen. • The knife is a fundamental kitchen tool. Handling, use, sharpening and storage are must-knows. 	<ul style="list-style-type: none"> • Why are manners important in any work setting? • What are cleaning and sanitizing? • Why is hand washing important? • How will I prevent food from spoiling? • What is the correct way to hold, walk with and use a knife? • What tool will be used for a specific task? • What are the 4 parts of a recipe? • How will I measure food for recipes?

<ul style="list-style-type: none"> ● Coordinating efforts and participating as a “brigade” member to complete all tasks ● Fire safety and prevention in a kitchen. ● The kitchen vocabulary is essential to properly communicate needs. ● Recipe reading is an essential skill for task completion. ● Wet and Dry measurement formats is required to execute recipes. ● The history of hospitality explains how we arrived at modern practices. ● The work positions in a kitchen explains who and what gets done. ● Where to store cell phone to avoid distraction 	<ul style="list-style-type: none"> ● What brigade will I be assigned to complete class work? ● What is Steward duty during class? ● How will I achieve the highest grades? ● What are the various jobs in a kitchen? ● Why must I arrive on time? ● Why is cell phone use a safety hazard in a kitchen?
Sequence of Topics Unit 1	Teacher Notes Unit 1
<p>1-1 Introduction to the Kitchen</p> <ul style="list-style-type: none"> ○ Become acquainted with the teacher and his back ground-biography ○ Tour room and identify areas ○ Participate in a “Search” games to locate kitchen areas 	<p>Additional Focus- Phone and Safety Rules Student signed safety agreement/Emergency contact and allergy sheet Pretest</p>
<p>1-2 Safety, Kitchen Care and Cleaning</p> <ul style="list-style-type: none"> ○ Recognize the order that we clean items ○ Identify kitchen hazards, how to avoid them and remedies. Include fire, oil, smoke, floors, glass, etc. 	<p>Additional Focus-Pest control</p>

<ul style="list-style-type: none"> ○ Analyze the systems in place for the kitchen to operate and determine how to participate. 	
<p>1-3 Tool and Equipment Identification</p> <ul style="list-style-type: none"> ○ Have a fundamental understanding of where to find tools and some tool applications. ○ Understand the location of large pieces of equipment and some of their basic functions. 	Additional Focus-Cooking and Catering Schedule - Quiz
<p>2-1 FOUNDATIONS -Chapter 1 Welcome to the Industry</p> <ul style="list-style-type: none"> ○ Explore how HOSPITALITY and Food Service evolved historically by reading selected passages. ○ Discover the meaning and definitions of Hospitality ○ Understand how Food Service falls under the umbrella of Hospitality 	Additional Focus- How to take notes
<p>3-1 Measures</p> <ul style="list-style-type: none"> ○ Evaluate and understand how wet, dry, weight, temperature and time measures are formatted ○ Practice measures prior to cooking ○ Practice measures to complete a recipe ○ Hold and feel measuring tools 	Additional Focus- Understanding the relationship between percentages, fractions and decimals.
<p>3-2 Knives and Knife Skills</p> <ul style="list-style-type: none"> ○ Understand the basic kitchen tool and it's application as an introduction ○ Practice selecting, sharpening, walking-with, slicing, cleaning a knife. ○ Identify and name cutting boards with specific applications when cutting. Practice set-up. 	Additional Focus- The parts of a knife

<ul style="list-style-type: none"> ○ View then practice a few basic cuts ○ Reflect on your comfort level and reservations about knife handling 	
<p>3-3 Kitchen Systems and Protocols</p> <ul style="list-style-type: none"> ○ Identify that there is a place for everything and all items have a home ○ Write and define Mise en Place, followed by chef demonstration ○ Explore and question as to how a task is completed within a established protocol ○ Understand why professional kitchens must stay organized to quickly and efficiently serve guests 	<p>Additional Focus- Kitchen vocabulary introduced</p>
<p>4-1 Reading a Recipe</p> <ul style="list-style-type: none"> ○ Describe the 4 sections of the recipe and demonstrate where each section is placed ○ Read and identify a problem with a recipe when ingredients and directions are not cohesive ○ Explain what each section of the recipe tells the recipe user ○ PRACTICE-French Toast-Recipe Reading/measures 	<p>Additional focus- Relationship to Mise en Place</p>
<p>4-2 Introduction to Knife Use to Make Mirepoix and Production</p> <ul style="list-style-type: none"> ○ View and practice knife retrieval, walking and holding following demonstrations. ○ Explain the three components of Mirepoix ○ Understand how to hold and “roll” the knife for safe cutting ○ View then practice hand protection by curling in fingers and tucking thumb when slicing ○ Help brigade members who are not clear on instructions ○ Execute cuts as directed by chef ○ Prepare ingredients to make soups 	<p>Additional Focus-Begin Basic Cuts</p>

<ul style="list-style-type: none"> ○ Prepare soups by following recipes with measures 	
<ul style="list-style-type: none"> ● 2-2 FOUNDATIONS - Chapter 6 Introduction to Food Safety <ul style="list-style-type: none"> ○ Write vocabulary for Food Borne Illnesses ○ Record important temperatures to study for food safety ○ Practice safe food storage in prep lesson with equipment and knife skills applications ○ Watch video and answer questions related to food contamination and pathogenic bacteria 	<p>Additional Focus-Section includes hands on prep/tool use</p>
<p>Suggested Activities / Resources</p>	
<p style="text-align: center;">All text assignments will be from FOUNDATIONS of Restaurant Management and Culinary Arts Level 1 Edition 2 Unless otherwise noted</p> <p style="text-align: center;">Days 1-4 1-1 Introduction to the Kitchen</p> <p style="text-align: center;">Students are assigned brigades, introductions and class discussion on culinary completed, safety sheet completed, and phone rules outlined. Kitchen re-set completed with all equipment in place and cleaned. Actual kitchen tour done, notebook assignment, maintaining notebook explanation and introductory cleaning and safety rules reviewed. "Room Tour" sheet completed by brigades, self corrected and discussed.</p> <p style="text-align: center;">Days 5-6 1-2 Safety, Kitchen Care and Cleaning</p> <p style="text-align: center;">Students introduced to basic safety and cleaning systems for all parts of the kitchen. Steward position explained and practice cleaning takes place. Basic cleaners introduced with hazard information and preparation of concentrates for cleaning. Three section sink explained and teacher demonstrates cleaning methods. Assessments introduced.</p>	

Days 7-9 1-3 Tool and Equipment Identification

Students handle and discover tool names for items they will soon use. Second day student recall names in a search game and are introduced to large gas and electric equipment.

Days 10-11 2-1 FOUNDATIONS Text-Chapter 1 Welcome to the Industry

Students begin with review of sections to be covered with a discussion of Food Service and Hospitality, copy definitions and outline the essential make-up of Food and Beverage as part of Hospitality. Students create an historic timeline.Exam prep-Quiz.

Days 12-14 3-1 Measures

Math Pre-test on Google classroom for recipe math (repeated 2x)
Hands on measure practice, vocabulary, Google practice and recipe measures assignment. Quiz. Quiz review

Days 15-19 3-2 Knives and Knife Skills

Chef explanation and demonstration of tools, make-up, uses, care, rules and storage
Student practice setting up cut station, clean knives, and learn hand position.
Glove use and sizing initiated. Hair cover is initiated.
Multiple cut-to-achieve-sizing days for cuts.
Students prepare cut material-Roasting Lesson-Soup Lesson (supplimented by Sec II-III)

Day 20-23 3-3 Kitchen Systems and Protocols

Review fire safety video tour fire care products and identify with brigade.
Find floor cleaning tools, chemical storage and identify use of products.
Review wares cleaning, drying and storage. Identify bakeshop and dry goods storage.
Discuss receiving and it's relationship to food safety. Cooking Apple Crumb recipe for Mise en Place practice.
Chef establishes the meaning and importance of Mise en Place and demonstrates
Vocabulary added to notebooks-Quiz. Quiz review

Day 24-30 4-1 Reading a Recipe

In practice, students identify the 4 recipe parts. Students practice and assemble dry ingredients for a recipe.
New vocabulary in notebooks and Quiz. Quiz review Complete Standard Breading Procedure.
Students practice measure skills with recipe and confer as a brigade. 2 Cooking lessons back to back with this section.

Days 31-37 4-2 Introduction to Knife Use for Mirepoix and Production

Discuss word and add vocabulary to notebooks. Review of hand positions and holding, by chef, then practiced by class.
Peeling lesson in prep for cuts. Vegetable trim, usable portion, waste, alternate scrap use and uniformity.
Use of appropriate tools and boards discussed, Carrying in a stainless steel bowl or other to avoid wet floors(safety).
Lentil Soup Prep/complete Carrot Cream Soup Prep/complete Reflection (inserted based on student abilities)
Complete Standard Breading Procedure and explain order of completion-Reflection and Quiz
Students rinse vegetables in appropriate sink in cold water. Quiz. Quiz review & reflection

Days 38-40 2-2 FOUNDATIONS - Chapter 6 Introduction to Food Safety

Identify and recall Three Contaminents of food-Video, vocabulary in notebook and quiz.

Google practice on the costs of and waste from food contamination.
Practice 2 cooking sessions around food safety: Potatoes in Salt & Cooking to preserve. Section completed with Exam Prep questions

UNIT 1 CLOSE

Days 41-42 Exam prep day and Unit 1 Final Exam Day

Students receive a printed or Google Exam Prep Sheet copy to be completed for study

Day 43 Notebook Review

Test grade assigned, Steward grades released Exam make-ups- all work make up

Day 44-45 End of Quarter inventory

Review Waste recorded-Existing Stock-Items ordered for Bakeshop-Clean and reset kitchen-Organize storeroom

Use remaining fresh inventory in repeat recipes Post exam review

Suggested activities-

- Peer collaboration - work in teams to locate areas, items, equipment and storage
- Create a timeline of Food Service and explained in FOUNDATIONS
- Read then Write an explanation to a stranger about HOSPITALITY and who provides it.
- Listen and speak - Brigade finds tools to identify and explain it's use to class
- Recipe execution, knife skill practice and product identification.
- Reflection, quiz, exam, Steward Activity, Notebook maintenance and participation are all graded activities

Resources:

FOUNDATIONS text

On Cooking text-reference and recipes

Teacher generated practice sheets for measures and math

Additional math sheets generated by Ms. Santamaria from LS math department

Various fire/safety/pest control videos from Youtube

Videos also from National Restaurant Association and FOUNDATIONS on Mise en Place, soup prep, knife handling, USDA, and FCCLA

Unit 2: Introduction to Bakeshop

Duration: 45 Days

Culinary Arts and Hospitality - Grades 10-12

<p style="text-align: center;">Enduring Understandings Unit 2</p>	<p style="text-align: center;">Essential Questions Unit 2</p>
<p>Students should know introductory lessons on:</p> <ul style="list-style-type: none"> ● Differentiation from traditional kitchen to bakery. ● Food components that are used in baking ● How and why bakers present products for retail consumption ● Using Leaveners to rise products ● 3 baking methods for chemical leavened foods ● Employing yeast as a leavener ● Safety and hazards in a bakery. ● The baking vocabulary that is essential to properly communicate needs. ● Recipe reading for breads, pastries and other baked items for successful task completion. ● All applications of measures for appropriate outcomes. ● Corrective actions when errors occur. ● Use of bakery specific tools. ● Introduction to Scaling recipes & baking in bulk 	<ul style="list-style-type: none"> ● How is baking different from professional cooking? ● Are my hands clean and am I wearing protection items? ● What components make up the base of most baking recipes? ● What is the correct way to use bakery specific tools? ● How is large equipment used for baking? ● What are the 3 baking methods for chemically leavened foods? ● At what temperature will I bake? ● How will I measure foods for recipes? ● What will I contribute to brigade activity? ● Will I be the Steward today? ● How does bread rise and become lighter? ● How will I achieve the highest grades? ● What are the various jobs in a bakery? ● Why must I arrive on time? ● Why is cell phone use a safety hazard in a kitchen?
<p style="text-align: center;">Sequence of Topics Unit 2</p>	<p style="text-align: center;">Teacher Notes Unit 2</p>
<p>5-1 Introduction to Bakeshop</p> <ul style="list-style-type: none"> ○ Become acquainted with the tools and equipment specific to baking ○ Practice measuring for recipe success ○ Practice with tools to prepared for production ○ Discuss hazards that are specific to bakeries 	<p>Additional Focus- Safety Rules-Why we bake</p>

<p>5-2 Introduction to Baking Ingredients</p> <ul style="list-style-type: none"> ○ Recognize the individual components that are used in baking ○ Identify flours, leaveners, sweeteners, flavorings and colorings. Practice with ingredients ○ Analyze the potential outcomes as the result of mis-measuring a recipe. 	Additional Focus-Basic sourcing information
<p>5-3 The Effects of Heat on Foods</p> <ul style="list-style-type: none"> ○ Have a fundamental understanding of 5 base ingredients: Fats, Sugar, Water, Protein, Starch ○ How will heat convert the 5 components into palatable food? ○ Students practice and discover outcome with 5 components, recall in quiz and baking. 	Additional Focus- Practice and Quiz
<p>6-1 FOUNDATIONS -Chapter 2 Career Opportunities</p> <ul style="list-style-type: none"> ○ Read explanations of the many career Options in HOSPITALITY. ○ Discover transportation, travel, lodging and entertainment career options ○ Understand how Food Service falls under the umbrella of Hospitality ○ Understand career positions, required school/training and potential financial outcomes 	Additional Focus- Hospitality outside the kitchen
<ul style="list-style-type: none"> ● 6-2 FOUNDATIONS - Chapter 3 Professional Expectations <ul style="list-style-type: none"> ○ Foodservice career outline ○ Follow a career growth example 	Additional Focus-What is “professionalism” in any career?

<ul style="list-style-type: none"> ○ Read and answer on what choices you as a student could explore ○ Watch video and answer questions related to job responsibilities, what it means to manage and what passion is needed for this career. ○ Understand Brigade membership 	
<p>7-1 Introduction to Quick Breads and Cookies</p> <ul style="list-style-type: none"> ○ Evaluate and understand how mixing methods determine food outcomes - new intro vocabulary ○ Discover hard and soft flour, protein and fat content ○ Prepare a variety of fats with various outcomes ○ Execute recipes and reflect on results and complete quiz 	Additional Focus- Fruit and Flavoring in Quickbreads. Cookie Flavors
<p>7-2 Basic Yeast Breads</p> <ul style="list-style-type: none"> ○ Compare and contrast live leaveners and chemical leaveners ○ Raise dough with fresh and dried yeasts ○ Practice making yeast products and executing recipes. ○ Identify bread and pizza preparations. ○ Relate your knowledge of pizza and regional differences in pizza preparation-Pizza Week ○ Gain an historic understanding of breads and bread products ○ Reflect most favored recipe completions and identify in quiz 	Additional Focus- Fungus and molds in foods
<p>8-1 Introduction to Pastry Dough and International Products</p> <ul style="list-style-type: none"> ○ View preparation and holding of Pastry dough ○ Write and define new vocabulary for pastry products ○ Use new tools for production 	Additional Focus- Unusual dough applications

<ul style="list-style-type: none"> ○ Understand basic presentation of retail products ○ Practice with products from Latin America and Europe 	
<p>9-1 Knife Skills Practice Periods</p> <ul style="list-style-type: none"> ○ Students polish skills in preparation for events and recipe ingredients ○ Additional cuts are introduced to students 	<p>Additional focus-Knife Sharpening</p>
<p>Suggested Activities / Resources</p>	
<p style="text-align: center;">All text assignments will be from FOUNDATIONS of Restaurant Management and Culinary Arts Level 1 Edition 2 Unless otherwise noted</p> <p style="text-align: center;">Days 46-48 5-1 Introduction to the Bakeshop</p> <p style="text-align: center;">Students collaborate in brigades for ingredient collection, labeling and storing. Baking specific tools introduced. Measures reviewed in daily Fraction/Percentage/Decimals problem. Practice session with table mixer and hand mixing components. Mixing demonstrated in new vocabulary terms and practiced. Vocabulary for notebooks, recipe reading, measures and temperatures stored. Labeling and Dating all items stored is introduced.</p> <p style="text-align: center;">Days 49-53 5-2 Introduction to Baking Ingredients</p> <p style="text-align: center;">Students introduced to hard and soft flours, fats, leaveners, sweeteners, and flavorings. This section also includes dairy ingredients used to improve flavor and mouth feel. Eggs in particular are detailed because of their versatility to add body, leaven, add flavor and bind. Some fruits are introduced in quick breads So are also discussed in this section. Quiz and reflections included.</p> <p style="text-align: center;">Days 54-55 5-3 The Effects of Heat on Foods</p> <p style="text-align: center;">A demo-day with a single brigade helping to exemplify the Effects of Heat on Foods. Sugars Caramelize, Fats Melt, Sarches Geletanize, Proteins Coagulate and Water Evaporates (added to notebooks) We refer to this knowledge throughout the year to make decisions on time and temperature of products. Quiz and reflections included.</p> <p style="text-align: center;">Days 56-57 6-1 FOUNDATIONS -Chapter 2 Career Opportunities</p> <p style="text-align: center;">This chapter introduces students to the Foodservice Career Pathway A list of career opportunities is covered and students will create a hierarchy of positions in their notebook. There is also reading on staying healthy in a notoriously difficult lifestyle and staying educated to improve growth potential. Students complete "Exam Prep" questions in Google Classroom.</p>	

Days 58-59 6-2 FOUNDATIONS - Chapter 3 Professional Expectations

This short chapter outlines professional expectations in the Food and Beverage Careers.

Work relationships will be discussed in brigades, with students choosing “most challenging” work situations and presenting them.

The chapter also explains the vital role employees make in a business and how to best interview and resign from a position.

Students complete “Exam Prep” questions in Google Classroom.

Days 60-68 7-1 Introduction to Quick Breads & Cookies

Three methods recorded in notebooks include Biscuit, Muffin and Creaming Methods. New mixing vocabulary employed.

Students participate in recipe days where ingredients are measured and stored for next day baking.

Students apply soft and all purpose flours for this activity. Protein and gluten development discussed and exemplified.

Knife skills are employed by students for ingredients. Cookie introduction reiterates mixing methods and proper prep/store protocols.

These days generally include Bake for Others days, where we cater or send items to offices, teachers or support staff. Quiz and reflections included.

Day 69-79 7-2 Basic Yeast Breads

Students handle and properly develop the yeast starter for bread products.

Following Chef Demonstrations, Brigades begin the bread process by reading recipe, measuring and “starting “ yeasts.

Students will encounter live and dried yeast but use only dry in Section I. Protein and gluten development discussed and exemplified.

Students discover hard, high protein flours to create crusty pizza and bread doughs. Knife skills employed for ingredients.

Tools introduced include pizza cutter, graters, and measure tools. New technique including slashing for baguette and punching down for dough shown.

Best pizzas displayed, shared and judged during pizza week. Quiz and reflections included.

Day 80-84 8-1 Introduction to Pastry Dough and International Products

In practice, students identify the 4 recipe parts. Students practice and assemble dry ingredients for a recipe.

New vocabulary in notebooks and Quiz. Quiz review

Students practice measure skills with recipe and discuss duties as a brigade. 2 practice cooking sessions back to back with this section.

Days 85-86 9-1 Knife Skills Practice Periods

Fruit cutting is practiced for the content of products in Bakeshop. These periods are inserted between baking, as prep for mise en place.

Cutting may also be in support of work in SecII-III or catering.

UNIT 2 CLOSE

Days 87-88 Exam prep day and Unit 2 Final Exam Day

Students complete an Exam Prep Sheet, which can be studied at home. Exam taken in Google Classroom.

Day 89 Notebook Review

Test grade assigned, Steward grades released and Exam make-ups/all work make up day. Notebooks checked and graded.

Day 90 End of Quarter inventory

Review Waste recorded-Existing Stock-Items ordered for Bakeshop-Clean and reset kitchen—Organize storeroom

Use remaining fresh inventory in repeat recipes Post exam review

Suggested activities-

- Peer collaboration - work in teams to locate areas, items, equipment and storage

- Create a timeline of Food Service and explained in FOUNDATIONS
- Read then Write an explanation to a stranger about HOSPITALITY and who provides it.
- Listen and speak - Brigade finds tools to identify and explain it's use to class
- Recipe execution, knife skill practice and product identification.
- Reflection, quiz, exam, Steward Activity, Notebook maintenance and participation are all graded activities

Resources:

FOUNDATIONS text

On Cooking text-reference and recipes

Teacher generated practice sheets for measures and math

Additional math sheets generated by Ms. Santamaria from LS math department

Various fire/safety/pest control videos from Youtube

Videos also from National Restaurant Association and FOUNDATIONS on Mise en Place, soup prep, knife handling, USDA, and FCCLA

Unit 3: Introduction to Proteins, Vegetables and Starches

Standards / Learning Targets	
Focus Standards - Major Standards	
Duration: 45 Days	
Enduring Understandings Unit 3	Essential Questions Unit 3
<p>Students should know:</p> <ul style="list-style-type: none"> ● What are the differences between Proteins (meats), Vegetables and Starches. ● How the three categories of ingredients are started, raised, sourced, sized and cooked. ● Correct temperatures for cooking these items ● Fire safety and prevention in a kitchen when working with fatty products. ● The kitchen vocabulary which is essential to properly communicate needs. 	<ul style="list-style-type: none"> ● What is a protein? ● What does vegan and vegetarian really mean? ● How will I prevent food from spoiling? ● What are the various cuts used in this section? ● What tool will be used for a specific task? ● Where do specific cuts of meat come from? ● How will I measure food for recipes? ● What is a primal and sub primal cut? ● Am I Steward today?? ● How will I improve my GPA?

Culinary Arts and Hospitality - Grades 10-12

<ul style="list-style-type: none"> ● Recipe reading to identify appropriate cut size and shape. ● Challenges to propagating these ingredients. ● How to best avoid chemical, physical or biological contamination of food ingredients. ● The proper way to operate stoves, ovens, grills and small appliances used for preparation. ● Where to store cell phone to avoid distraction ● 	<ul style="list-style-type: none"> ● What vocabulary is new? ● Where do fruits and vegetables originate? ● What will Fork Farm contribute to our cooking inventory? ● What is included in the family of Starches? ● What is the best, fastest, slowest or most healthy way to cook? ● Why is cell phone use a safety hazard in a kitchen?
Sequence of Topics Unit 3	Teacher Notes Unit 3
<p>10-1 Introduction to Poultry</p> <ul style="list-style-type: none"> ○ Discover who belongs in the “poultry” family ○ View the raising of poultry ○ Record and identify primary parts and view carcass separation of chicken parts ○ Prepare, Roast, grill, and fry chicken in cooking segments ○ Prepare or utilize accompaniments on select recipes 	<p>Additional Focus- Salmonella and contamination problems</p>
<p>10-2 Introduction to Beef</p> <ul style="list-style-type: none"> ○ Realize what animals are used for beef and beef products. ○ Identify the location of Primal and Sub primal cuts on an introductory basis. Recall cuts demonstrated in class ○ Prepare, Roast, grill, and pan sear beef in cooking segments ○ Prepare or utilize accompaniments on select recipes 	<p>Additional Focus-Ofal and cow products</p>

<p>10-3 Introduction to Pork</p> <ul style="list-style-type: none"> ○ Identify proper terms for pork and pork products ○ Have a fundamental understanding of where to find pork cuts on the body of a hog. ○ Understand modern and historic handling of pork products and retail presentations. ○ Prepare or utilize accompaniments on select recipes 	<p>Additional Focus-Humane practices and farm consequences</p>
<p>10-4 Introduction to Seafood</p> <ul style="list-style-type: none"> ○ Identify families of Fish and Shellfish ○ View sourcing operations for seafood ○ Determine best practices in Seafood preparation ○ Practice boiling, frying, baking fish and shellfish ○ Discover hazards in seafood consumption ○ Prepare or utilize accompaniments on select recipes 	<p>Additional Focus- Protecting resources and fish farming.</p>
<p>11-1 FOUNDATIONS -Chapter 4 Communication Skills</p> <ul style="list-style-type: none"> ○ Communication is essential to life and business. ○ Discover the process of communication especially in the workplace of Hospitality ○ Understand interpersonal communication and barriers to messages ○ Practice Communication Skills in Brigade 	<p>Additional Focus- Practice writing a properly formatted letter of thanks, recognition or other communication to an individual.</p>
<p>12-1 Introduction to Vegetables and Starches</p> <ul style="list-style-type: none"> ○ Identify top sellers of vegetables and starches in USA retail markets ○ Understand the basic location of vegetable growing, international trade and importance of this group ○ Practice selecting, cleaning, trimming, cutting and cooking starches and vegetables 	<p>Additional Focus- New cuts for vegetables and starches Note-This section dispersed throughout Protein preparations. Section I will also use products prepared by Sections II-III.</p>

- Apply previously learned skills to preparations.
- Roast, fry, bake, boil and saute inventory items

Suggested Activities / Resources

**All text assignments will be from FOUNDATIONS of Restaurant Management and Culinary Arts Level 1 Edition 2
Unless otherwise noted**

Days 91-100 10-1 Introduction to Poultry

Students view poultry farm video to understand the process of chicken farming. In ON COOKING text, students read and identify primary sections of a chicken, learn the age appropriate preparations for birds and view a butchering demonstration. The entire family of Poultry is introduced but not prepared. Students work initially with breast meat and practice the Standard Breeding Procedure.

Recipes practiced may include chicken fingers, chicken parmesan, roasted parts, grilled chicken and brigades or Sections II-III may prepare accompaniments including: sandwich toppings, french fries, roasted vegetables, marinara sauce, and dips. Quiz and reflections included.

Days 101-110 10-2 Introduction to Beef

Students introduced to history of beef in France and USA. These learners get a primary introduction to beef families, classes, grades and appropriate animals for slaughter. The primal and sub-primal cuts are introduced. Students are responsible to identify location of cuts we prepared in class. Along with several butchering demonstrations Section II-III may portion beef to be finished by Section I students. Ofal and other secondary beef products are discussed throughout this section. Quiz and reflections included.

Days 111-116 10-3 Introduction to Pork

In this section, students will be responsible to identify the 5 Pork Primal cuts that are introduced on first day.

Students watch a farming video and are soon learning hog families, selling weights, grading and uses of a slaughtered hog.

Recipes may include roasted bacon, boiled ham, ground shoulder in baked sausage (boston butt) and grilled loin. Section Quiz and reflections included.

Days 117-121 10-4 Introduction to Seafood

Students identify the two main members of seafood available for retail consumption. Students must know the difference between shellfish, round fish and flatfish. Brigade members work mostly with prepared products added to their mise en place by Section II-III. Demonstrations and sampling are common as many students are not as familiar with seafood. We also highlight our proximity to a world port in Point Pleasant. Quiz and reflections included.

Days 122-124 11-1 FOUNDATIONS -Chapter 4 Communication Skills

This complicated chapter is read, discussed and skills practiced within brigades. Challenging topics like bias, racial stereotypes, language barriers and communication skills are covered. Mini quizzes and Exam Prep questions help lead understanding of this topic.

Days 125-131 12-1 Introduction to Vegetables and Starches

Except in a few cases, this material will share time with Proteins for students to understand appropriate pairing of food in a retail meal. Seasonality, Jersey favorites, acidic/alkaline products, market availability and an introduction to vegetable groups is included here. Important temperature, storage, seasoning and prep methods are also covered in this section. Recipes may include: Fried eggplant, ratatouille, green salads, fresh herbs, sauces, potatoes fried, boiled and roasted, sweet potato grilled and mirepoix. Quiz and reflections included.

UNIT 3 CLOSE

Days 132-133 Exam prep day and Unit 1 Final Exam Day

Day 134 Notebook Review

Test grade assigned, Steward grades released Exam make-ups- all work make up

Day 135 End of Quarter inventory

Review Waste recorded-Existing Stock-Items ordered for Bakeshop-Clean and reset kitchen-Organize storeroom
Use remaining fresh inventory in repeat recipes Post exam review

Suggested activities-

- Peer collaboration - work in teams to locate areas, items, equipment and storage
- Create a timeline of Food Service and explained in FOUNDATIONS
- Read then Write an explanation to a stranger about HOSPITALITY and who provides it.
- Listen and speak - Brigade finds tools to identify and explain it's use to class
- Recipe execution, knife skill practice and product identification.
- Reflection, quiz, exam, Steward Activity, Notebook maintenance and participation are all graded activities

Resources:

FOUNDATIONS text

On Cooking text-reference and recipes

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Unit 4: Introduction to Cold Foods and Catering

Standards / Learning Targets	
Focus Standards - Major Standards	
Duration: 45 Days	
Enduring Understandings Unit 4	Essential Questions Unit 4
<p>Students should know:</p> <ul style="list-style-type: none"> ● That cold foods pose a special challenge, not being heated and susceptible to bacterial contamination. ● The variety of cold sandwiches, salads and other foods offered in a retail setting. ● Correct temperatures for storing items ● Special cuts specifically for cold foods and fruits. ● New vocabulary for this section. ● Basic costs associated with cold food prep. ● Intro, Presentation-skills for retail and packaged items ● How to best avoid chemical, physical or biological contamination of food ingredients. ● Basic accompaniments with these foods ● Introduction to catering prep, prep lists, shelf life and presenting foods at a catered event ● Foods are served on the Jersey Boardwalk 	<ul style="list-style-type: none"> ● Why are cold retail foods important? ● What are the popular cold sandwiches and salads? ● How will I prevent food from spoiling? ● What are the various cuts used in this section? ● What tool will be used for a specific task? ● How will I package a sandwich? ● How do I cut fresh fruit? How can I preserve fruit? ● Am I Steward today? ● How will I improve my GPA? ● What vocabulary is new? ● How does a chef assemble a fruit platter? Sandwich platter? ● How do we shut down a kitchen and store equipment? ● How will I cook food on a grill? ● What is the correct way to select from a buffet as a guest? ● What is a formal table setting? ● Why is cell phone use a safety hazard in a kitchen?

Sequence of Topics Unit 4	Teacher Notes Unit 4
<p>14-1 Introduction to Cold Retail Foods and Catering</p> <ul style="list-style-type: none"> ○ Become acquainted with names and composition of sandwiches, salads, accompaniments and garnish ○ Students prepare above items with 5 leaf salad varieties and 5 breads. ○ The final marking period is outlined and includes scheduled special event catering ○ Fruit cuts are demonstrated for platter and salad prep 	<p>Additional Focus- Extra contamination dangers with cold foods</p>
<p>15-1 Sandwich Names and Ingredients</p> <ul style="list-style-type: none"> ○ Recognize the order that we assemble a sandwich ○ Follow specific directions on dressing and cutting. ○ Practice portion control in all ingredients ○ Familiarize yourself with a cold bain marie and the “sandwich line” 	<p>Additional Focus-Evaluate quality of all ingredients</p>
<p>15-2 Salad Names and Ingredients</p> <ul style="list-style-type: none"> ○ Have a fundamental understanding of basic salad types ○ Identify appropriate cuts for fork-ready retail salads ○ Practice display options for a plated or packaged salad ○ Prepare oil and mayonnaise based dressings 	<p>Additional Focus-”Fork-ready” knife skills practice</p>

<p>16-1 FOUNDATIONS -Chapter 5 Begining your Career</p> <ul style="list-style-type: none"> ○ Read and Explore how to make a job search plan ○ Discover the tools needed in a job search like resumes, portfolios and contacts. ○ Review basic skills in communication, hygiene, manners and questioning. 	<p>Additional Focus- Hiring employees based on personality not skill.</p>
<p>17-1 Catering and Special Events</p> <ul style="list-style-type: none"> ○ Evaluate catering menus and how prep lists are written. ○ Practice knife skills in basic prep of fruit/catering items ○ Discover par- and pre-prepared “convenience” foods for labor savings ○ Handle and organize catering-specific equipment and heating devices. ○ Participate in catered events 	<p>Additional Focus- Appropriate students complete special assignments for catering events,</p>
<p>17-2 Boardwalk Week</p> <ul style="list-style-type: none"> ○ Understand the financial and work opportunities unique to our location in NJ ○ Discover foods typically found in NJ on the Boardwalk ○ Identify previously learned skills to complete recipes including basic cuts ○ Present retail products properly 	<p>Additional Focus-Monmouth and Ocean Counties as tourist destinations</p>
<p>Suggested Activities / Resources</p>	
<p style="text-align: center;">All text assignments will be from FOUNDATIONS of Restaurant Management and Culinary Arts Level 1 Edition 2 Unless otherwise noted</p> <p style="text-align: center;">Days 136-137 14-1 Introduction to Cold Retail Foods and Catering</p> <p>Students are introduced to the Spring harvest of local produce and items prepared in the kitchen, made and served cold. The unit is outlined with explanations of catering production, salad and sandwich making, cooking on the grill and Boardwalk Week. The introduction includes vocabulary, produce identification, chef demonstrations and recipe development for regular and student selected lessons in sandwich or salad making. Introduction also includes seeing the Cold Bain Marie set-up, with Sec II-III aid. Cross contamination safety explained and practiced. Garnish and fruit slicing introduced.</p>	

Days 138-145 15-1 Introduction-Sandwich Names and Ingredients

Students are introduced to basic retail-menu sandwiches, their ingredients and regional significance. Sandwich making classes, with condiments and accompaniments may include: Philly Cheese Steak, Monte Christo, Italian Sub, BLT, Turkey club and others. Part of the preparation will include select brigades preparing cold salads like cole slaw, toppings and selections that comprise the cold sandwich line like cleaned and portioned lettuce. The section refers back to previously learned knife skills for fruit and vegetables used for sandwich filler, side salads, accompaniment and garnish. Quiz and reflections included.

Days 146-153 15-2 Introduction-Salad Names and Ingredients

Students are introduced to basic retail-menu salads, their ingredients and regional significance. Salad making classes, with condiments and accompaniments may include: Tossed and composed salads, Cobb, Caesar, Chopped, Chef and others. Toppings and selections that comprise the salad line may include meats, cheese and portioned produce. The section refers back to previously learned knife skills for fruit and vegetables used for salad topping, garnish or filler. Quiz and reflections included.

Days 154-156 16-1 FOUNDATIONS -Chapter 5 Begining your Career

Students listen and read examples of essential job hunting requirements. The section begins with an exercise in self reflection as a person seeks a career to choose. Once complete, students practice interview questions, applying for a job online, writing professional correspondence and deciding on financial requirements of a job. Self starting in a business or trade is also discussed and considered in job search. Exam prep-Quiz. Quiz review

Day 157-164 17-1 Introduction to Catering and Special Events

In a more or less organic way, the catering steps, material, responsibilities, purpose for and outcome expectations are addressed when the class is responsible to cater. The fourth quarter brings many catering requests and each is an opportunity for students to learn about, culinary math, portions, pre-prep, knife skills (esp. Fruit), customer needs and attention to details. Examples of catered events include box lunches, buffet setting, Plate-up (generally reserved for Section II-III but discussed here), stations and take out platters.-Quiz. Quiz review

Day 165-170 17-2 First Boardwalk Week

This fun and festive week brings the school year to a close. Some components may be prepared by Section II. Hands on learning may include recipes for funnel cake, grilled sausage peppers and onions, milkshakes, lemonade, hand cut french fries, hamburgers and hot dogs. The chef shares boardwalk experiences, working on the boardwalk in a hi-production kitchen and financial concerns of a boardwalk business.

UNIT 4 CLOSE

Use remaining fresh inventory in repeat recipes Post exam review

Days 171-172 Exam prep day and Unit 1 Final Exam Day

Day 173 Notebook Review

Test grade assigned, Steward grades released Exam make-ups- all work make up

174-180 End of Year inventory, Stock use and Kitchen Shut Down

Review Waste recorded-Existing Stock-Items ordered for Bakeshop-Clean and reset kitchen-Organize storeroom

Suggested activities-

- Peer collaboration - work in teams to locate areas, items, equipment and storage
- Create a timeline of Food Service and explained in FOUNDATIONS
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