

<b>BOE Adoption:</b>	
<b>Created by:</b>	James Conroy - Teacher Culinary Arts and Hospitality Sections I-II-III

<b>Culinary Arts and Hospitality Section II Curriculum Map Grade 11</b>	
<b>Content Area: 21st Century Learning</b>	
<u><b>Unit I:</b></u> <ul style="list-style-type: none"> <li>● <b>Culinary Arts and Hospitality</b> <ul style="list-style-type: none"> <li>○ Set-up Kitchen Stations and Food Recipe Production Recalled</li> <li>○ Working as a Team Member-Manners Matter</li> <li>○ Recall Kitchen Tools and Equipment</li> <li>○ Hygiene and Safe Food Flow in a Kitchen</li> <li>○ Complete ServSafe Food Handler Training and Certification</li> <li>○ Developing Cleaning Programs and Supervisor Level Pest Management</li> </ul> </li> </ul>	<b>45 Periods</b>
<u><b>Unit II:</b></u> <ul style="list-style-type: none"> <li>● <b>Managing a Bakeshop</b> <ul style="list-style-type: none"> <li>○ Baking Ingredients List Expansion from Basics</li> <li>○ Operate and Handle Baking Specific Tools and Equipment</li> <li>○ Recall and Practice Kitchen Format Measures</li> <li>○ Complete Safe Baking Recipes and Procedures with Presentation Detail</li> <li>○ Research Risk Management and Safety in Workplace Procedures</li> </ul> </li> </ul>	<b>45 Periods</b>
<u><b>Unit III:</b></u>	

Culinary Arts and Hospitality - Grades 10-12

<ul style="list-style-type: none"> <li>● <b>Proteins, Vegetables and Starches</b> <ul style="list-style-type: none"> <li>○ Recall and Practice New Recipes for Proteins and Accompaniments</li> <li>○ Continue Improving Knife Skills, Food Handling and Food Storage</li> <li>○ Practice Presentation Skills for Retail Consumption</li> <li>○ Identify Components of Large Equipment to Receive, Cook and Hold Foods</li> <li>○ Discover Standards for Purchasing Small Wares</li> </ul> </li> </ul>	<b>45 Periods</b>
<p><b><u>Unit IV:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Cold Foods and Catering</b> <ul style="list-style-type: none"> <li>○ Design Menus for Essential Restaurant Sandwiches and Salads</li> <li>○ Practice and Present Fruit Cutting for Platters and Plates</li> <li>○ Execute Catering Preparations for Large Groups</li> <li>○ Review Mise En Place, Introduction to Seasonings and Flavorings and Nutrition Labels</li> <li>○ Apply Culinary Math Calculations to Food Costs and Menus</li> </ul> </li> </ul>	<b>45 Periods</b>

**Introduction / Philosophy:** The curriculum will facilitate student learning of Culinary Arts and the Hospitality Industry concepts, with fundamental topics and hands-on practice. In Section II, 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. This section expands student knowledge and drives them to think as a supervisor or manager. Previously learned skills are built on with increased equipment, skill, and food knowledge. 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. Section II introduces a more detail-oriented look are critical areas in food service like Pest Management, Costing, Equipment Purchasing, and Accident

Culinary Arts and Hospitality - Grades 10-12

Prevention.

**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 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. Section II offers a glimpse of the world an experienced culinarian sees and allows space for skill and knowledge expansion.

### 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

Culinary Arts and Hospitality - Grades 10-12

- 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

**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

#### CONTENT AREA 9.3 CAREER AND TECHNICAL EDUCATION

#### HOSPITALITY & TOURISM CAREER CLUSTER®

#### 21st Century Life and Careers

#### RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)

9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.

9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations and guest service.

9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance present practice.

9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.

9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.

9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

### **Supporting & Additional Standards**

#### **NEW JERSEY STUDENT LEARNING STANDARDS – CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 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

#### Formative Assessments

- Observation
- Guided Practice
- Class Participation
- Recipe Execution
- Timelines, Maps, Charts
- Assignment Reflections
- Do Nows
- Presentations

#### Benchmark Assessments

- Review and Assessment
- Check Your Understanding

#### Summative Assessments

- Chapter/Unit/Weekly Assessments
- Writing Assignments -Notebook
- Presentations
- Production/Recipe execution
- Student Duties

#### Alternate Assessments

- Cooperative Groups
- Think-Pair-Share
- Conferencing
- Reflections/Work Maps
- Catering Participation
- Club Achievements

## Section II - Unit 1: Culinary Arts and Hospitality

<b>Duration:</b> 45 Days	
<b>Enduring Understandings Unit 1</b>	<b>Essential Questions Unit 1</b>
<p>Students should know:</p> <ul style="list-style-type: none"> <li>● The steps involved in personal hygiene and effective cleaning with programs done on a scheduled basis.</li> <li>● How will I control pests?</li> <li>● How to avoid cross and direct contamination.</li> <li>● What are appropriate temperatures to receive and store food, avoiding Time and Temperature Abuse.</li> <li>● Manners Matter and they will be practiced in the kitchen.</li> <li>● Knife skills and the steps needed to acquire, sharpen and use this tool as a refresher.</li> <li>● Best practices to coordinate efforts within your brigade to accomplish tasks.</li> <li>● When to apply Safety and Sanitation practices previously learned</li> <li>● Why and how we label, date and rotate.</li> <li>● Recipe reading, Wet and Dry measurement formats and the work positions in a kitchen: who and what gets done.</li> <li>● Where to store cell phone to avoid distraction</li> <li>● An introduction to rules on Off-Site Service.</li> <li>● ServSafe training and Certification</li> </ul>	<ul style="list-style-type: none"> <li>● Why are manners important in any work setting?</li> <li>● How can I prevent employees from contaminating food and surfaces? Why is hand washing important?</li> <li>● How will I prevent food from spoiling?</li> <li>● What new skills will I learn with a knife?</li> <li>● What is Time and Temperature abuse?</li> <li>● How will I properly cook, cool, store and reheat foods?</li> <li>● What is special about how I receive frozen or iced foods?</li> <li>● Which new tools will I use in recipes?</li> <li>● Do I recall the 4 parts of a recipe?</li> <li>● How will I measure food for recipes?</li> <li>● What brigade will I be assigned to complete class work?</li> <li>● Will I perform Steward duty during class?</li> <li>● How will I achieve the highest grades?</li> <li>● What is Food Safety Management in a kitchen?</li> <li>● What is Integrated Pest Management?</li> <li>● Why must I arrive on time?</li> <li>● Why is cell phone use a safety hazard in a kitchen?</li> </ul>

<p style="text-align: center;"><b>Sequence of Topics Unit 1</b></p>	<p style="text-align: center;"><b>Teacher Notes Unit 1</b></p>
<p><b>1-1 Opening the Kitchen</b></p> <ul style="list-style-type: none"> <li>○ Become reacquainted with the teacher and discuss our break. Any food stories?</li> <li>○ Complete refresher room tour and identify areas</li> <li>○ Recall events from last school year and review our new schedule</li> <li>○ Clean and reset kitchen for operation</li> <li>○ Complete appropriate paperwork to get started</li> <li>○ Complete Pre-test and Knife Skills Test</li> </ul>	<p>Additional Focus- Phone and Safety Rules Student signed safety agreement/Emergency contact and allergy sheet</p>
<p><b>1-2 Safety, Kitchen Care and Cleaning</b></p> <ul style="list-style-type: none"> <li>○ Recall the how and why we clean items</li> <li>○ Discuss kitchen hazards, how to avoid them and remedies. Include fire, oil, smoke, floors, glass, etc.</li> <li>○ Watch, read, apply, and discuss government agency rules including Board of Health and Fire Department</li> <li>○ Analyze the systems in place for the kitchen to operate and determine how to participate.</li> <li>○ ServSafe Training and Certification</li> </ul>	<p>Additional Focus-IPM Integrated Pest Management</p>
<p><b>1-3 Tool and Equipment Identification</b></p> <ul style="list-style-type: none"> <li>○ Engage in a formal understanding of small kitchen tools including: materials used, quality and purchasing for home or professional kitchen.</li> <li>○ Understand the basic operational parts, operate the equipment, know specification plate and common equipment codes. Location-reasoning and care needs of large pieces of equipment.</li> <li>○ Operate Large and Small electric, gas and manual tools.</li> </ul>	<p>Additional Focus-Discuss FCCLA and opportunities in the club</p>

<ul style="list-style-type: none"> <li>○ Quiz</li> </ul>	
<p><b>2-1 FOUNDATIONS -Chapter 7 Hygiene and Cleanliness</b></p> <ul style="list-style-type: none"> <li>○ Prevent Food Contamination</li> <li>○ Clean effectively and follow state and municipal codes</li> <li>○ Delevelop a Cleaning Program.</li> <li>○ Discover the meaning and definitions of Hospitality</li> <li>○ Understand how Integrated Pest Management is applied to all parts of a facility, like a restaurant.</li> <li>○ Complete Exam Prep questions</li> </ul>	<p>Additional Focus- Reading and taking notes</p>
<ul style="list-style-type: none"> <li>● <b>2-2 FOUNDATIONS - Chapter 8 The Safe Flow of Food</b> <ul style="list-style-type: none"> <li>○ Discover common Food Borne Illnesses</li> <li>○ Record important temperatures to avoid Time and Temperature Abuse.</li> <li>○ Create a receiving area for food delivery</li> <li>○ Practice safe food storage -Label-Date-Rotate</li> <li>○ Watch video and answer questions related to food contamination and pathogenic bacteria</li> <li>○ See steps in cook, store, reheat, and hold cycle</li> <li>○ Discuss needs for Off Site Catering</li> <li>○ Identify a Food Safety Management System.</li> <li>○ Complete Exam Prep questions</li> </ul> </li> </ul>	<p>Additional Focus-Begin Fork Farm</p>
<p><b>3-1 Measures</b></p> <ul style="list-style-type: none"> <li>○ Revisit measures in Pre-test</li> <li>○ Practice measures in Measure Game</li> </ul>	<p>Additional Focus- Practice with daily Culinary Math Questions</p>

<ul style="list-style-type: none"> <li>○ Practice measures to complete a recipe</li> <li>○ Discuss reasons to vary a time, temp., weight, volume or production item size as a remedy.</li> </ul>	
<p><b>3-2 Knives and Knife Skills</b></p> <ul style="list-style-type: none"> <li>○ Recall basic kitchen handling and cutting</li> <li>○ Practice selecting, sharpening, walking-with, slicing, cleaning a knife.</li> <li>○ Identify and name cutting boards with specific applications when cutting. Set-up for warm up cutting.</li> <li>○ View then practice a few basic cuts</li> <li>○ View and practice new cuts</li> <li>○ Reflect on your comfort level and reservations about knife handling</li> <li>○ Practical Exam</li> </ul>	<p>Additional Focus- The family of knives most used in a professional kitchen</p>
<p><b>3-3 Mise en Place for a Professional Kitchen</b></p> <ul style="list-style-type: none"> <li>○ Recall that there is a place for everything and all items have a home</li> <li>○ Discover the need for basic “Pantry” items, at all times</li> <li>○ Explore and question as to how a chef determines order levels and “Pars”</li> <li>○ Complete sample orders for the kitchen</li> </ul>	<p>Additional Focus- Kitchen vocabulary introduced</p>
<p><b>4-1 Executing Recipes</b></p> <ul style="list-style-type: none"> <li>○ Recall the 4 sections of the recipe and demonstrate where each section is placed and what each section of the recipe tells the user</li> <li>○ Read and correct a problem with a recipe when ingredients and directions are not cohesive</li> <li>○ Students formally introduced to Flavoring with herbs and spices.</li> <li>○ Complete recipes using Knife Skills practice cuts</li> </ul>	<p>Additional focus- Relationship to Mise en Place</p>

- Quiz and later Section II - Unit 1 Exam

### Suggested Activities / Resources

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

**Days 1-4 1-1 Opening the Kitchen**

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, and introductory cleaning assignments with safety rules reviewed. Location-Sheet completed by brigades, self corrected and discussed. Complete Knife Skills Pretest on new cuts.

**Days 5-8 1-2 Tool and Equipment Identification**

Students use previous knowledge to approach and identify most equipment. These lessons introduce them to: using and maintaining large equipment, using small electric equipment, handling and moving gas equipment safely and finding equipment marking plates. Students "Search" for model and equipment numbers, identify parts and practice preparing food with electric and gas equipment. Local and state requirements outlined in safety tour with inspection tags identified.

**Days 9-10 2-1 FOUNDATIONS -Chapter 7 Hygiene and Cleanliness**

Food handlers reflect on personal behavior that affects food safety. Students read about and practice hand washing and using Personal Protective Equipment. Recalling previous cleaning, students practice a "system" of cleaning, assuring food and surfaces are safe. Pest Management Systems are also discussed and put in place. Exam prep-Quiz.

**Days 11-14 3-1 ServSafe Certification**

Students recall safety and cleaning systems for all parts of the kitchen. Hazards and remedies watched in video, practiced in organization and recalled in Certification Exam.

**Days 15-17 3-1 Measures**

Math Pre-test on Google classroom for culinary math.  
Hands on measure game, recipe conversions with complicated measure combinations, and standard recipe measures assignment.  
Quiz. Quiz review

**Days 18-20 3-3 Mise en Place for a Professional Kitchen**

Everything in Place begins with a "Pantry" or base inventory. Students will inventory remaining, in-date supplies and work from Section III inventory list and par-stock recommendations. Participants discuss needed inventory based on upcoming recipes for all levels. Section II creates various spreadsheets for Pantry Inventory, Special Orders and Seasonal needs. Section III Places orders.

**Day 21-29 3-2 Knives and Knife Skills**

This is called a "hot warm-up" where we are practicing skills for production sake and getting in quality time to practice cutting. Chef Pre-tests practical work and does evaluations on hand/knife skills. Following practice with sharpened knives, students perform previously learned cuts for soup, roasting and dipping. Production used by all sections and chef. New knife applications also demonstrated and applied. -Quiz. Quiz review

**Days 13-15 2-2 FOUNDATIONS - Chapter 8 The Safe Flow of Food**

The relationship between Hygiene, Cleanliness and Cross Contamination is discussed here. Students view and identify potential Cross Contamination and Direct Contamination. Prevention of Time and Temperature Abuse, The Temperature Danger Zone, Temperature Controlled for Safety foods and Off-Site Food Handling, are all addressed in the chapter and practiced in the kitchen .Exam prep questions -Quiz.

**Day 30-40 4-1 Executing Recipes**

In practice, students recall the 4 recipe parts. Students assemble mise en place for recipes using fresh and frozen prepared items. Introduction to Flavoring introduces students to dry and fresh herbs, spices and seasoning. Section II prepares fresh vegetables and review Complete Standard Breading Procedure for recipe. Students practice measure skills with recipe and confer as a brigade. Students complete recipes with each brigade on one part. Quiz

**UNIT 1 CLOSE**

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

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

**Day 43-45 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 - All students complete work in brigades
- Create a timelines to identify various periods in foodservice, as explained in FOUNDATIONS
- Read then Write data from FOUNDATIONS, ON COOKING and chef supplied sources for a better understanding of Food and Beverage operations.
- Listen and speak - Brigades, together, discover and present new tools, technique and systems in food service
- Recipe execution, knife skill practice and product identification.
- Reflection, quiz, exam, Steward Activity, maintenance and participation in 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: Bakeshop

<b>Duration:</b> 45 Days	
<b>Enduring Understandings Unit 2</b>	<b>Essential Questions Unit 2</b>
<p>Students should know lessons on:</p> <ul style="list-style-type: none"> <li>● Commercial, industrial and retail bakeries?</li> <li>● New baking components</li> <li>● Challenging retail baked goods</li> <li>● Using Leaveners in multi step process'</li> <li>● Creaming, Biscuit and Muffin methods</li> <li>● Safety and hazards in a bakery.</li> <li>● Section II recipes with finishing components.</li> <li>● Recipe execution for breads, pastries and other items.</li> <li>● Understanding of measures for baking.</li> <li>● Corrective actions when errors occur.</li> <li>● Use of bakery specific tools and time saving tools..</li> <li>● Complete bulk recipes for volume baking</li> </ul>	<ul style="list-style-type: none"> <li>● What flavorful additions can I use in products?</li> <li>● Are my hands clean and am I wearing protection items?</li> <li>● What components may improve baking recipes?</li> <li>● What is the correct way to use small electronic bakery tools?</li> <li>● Which large equipment used for baking?</li> <li>● Why do restaurants call them "Quick Breads"?</li> <li>● Name essential baking related temperatures?</li> <li>● How will I measure foods for recipes?</li> <li>● What will I contribute to brigade activity?</li> <li>● Will I be the Steward today?</li> <li>● How long can we store doughs?</li> <li>● How will I achieve the highest grades?</li> <li>● What os portion control?</li> <li>● What are the types of frozen bakery foods?</li> <li>● Why must I arrive on time?</li> <li>● Why is cell phone use a safety hazard in a kitchen?</li> </ul>
<b>Sequence of Topics</b>	<b>Teacher Notes</b>

Unit 2	Unit 2
<p><b>5-1 Bakeshop</b></p> <ul style="list-style-type: none"> <li>○ Reflect on tools and baking equipment previously used</li> <li>○ Practice measuring for recipe success</li> <li>○ Practice recipes with tools of production</li> <li>○ Discuss hazards and safety rules that are specific to bakeries</li> <li>○ Discuss packaging, shelf life and freezing options</li> </ul>	<p>Additional Focus- Improving retail foods</p>
<p><b>5-2 Baking Ingredients</b></p> <ul style="list-style-type: none"> <li>○ Recall previously discussed hard and soft flours</li> <li>○ Discover additional wheat and non-wheat flour components</li> <li>○ Expand breadth of previously employed flours, leaveners, sweeteners, flavorings and colorings.</li> <li>○ Practice with new ingredients</li> <li>○ Explain the potential outcomes as the result of mis-measuring a recipe.</li> </ul>	<p>Additional Focus-Organic options in grains-glyphosate</p>
<p><b>5-3 The Effects of Heat on Foods</b></p> <ul style="list-style-type: none"> <li>○ Have a clear understanding of 5 base ingredients: Fats, Sugar, Water, Protein, Starch</li> <li>○ Explain in which recipes the effects have been demonstrated ?</li> <li>○ Students practice and discover outcome with 5 components, recall in quiz and baking.</li> </ul>	<p>Additional Focus- Practice and Quiz</p>
<p><b>6-1 FOUNDATIONS -Chapter 9 Risk Management</b></p> <ul style="list-style-type: none"> <li>○ Discover Liability, OSHA, and Hazard Communication Standards for worker safety.</li> </ul>	<p>Additional Focus- General Liability in Hospitality</p>

<ul style="list-style-type: none"> <li>○ Identify documentation, use and storage of dangerous chemicals.</li> <li>○ Understand how Food Service audits and safety training protects guests and workers</li> <li>○ Prepare Emergency Plans for a company</li> <li>○ How are harassment claims filed?</li> <li>○ Exam Prep questions</li> </ul>	
<p><b>6-2 FOUNDATIONS - Chapter 10 Workplace Safety Procedures</b></p> <ul style="list-style-type: none"> <li>○ Learn the Fire Classes for combustables</li> <li>○ Discover hazards like electricity, oil and paper that fuel fires</li> <li>○ Watch video and answer questions related to fires, gas leaks, floods and other hazards.</li> <li>○ Using a ladder, extinguisher and PPE for safety</li> <li>○ Providing or finding first aid?</li> <li>○ Exam prep questions</li> </ul>	<p>Additional Focus-What is “professionalism” in any career?</p>
<p><b>7-1 Quick Breads and Cookies</b></p> <ul style="list-style-type: none"> <li>○ Practice mixing methods for best food outcomes</li> <li>○ Recall hard and soft flour, protein and fat content</li> <li>○ Document using a variety of fats in baked products with various outcomes</li> <li>○ Execute recipes and reflect on results, complete quiz</li> <li>○ Complete 6 cookie types and prepare for events</li> </ul>	<p>Additional Focus- Seasonal Fruit and Flavoring in Quickbreads.</p>
<p><b>7-2 Yeast Breads</b></p>	<p>Additional Focus- Modern uses for Vegan yeasts</p>

<ul style="list-style-type: none"> <li>○ Prepare breads with fresh and dried yeasts</li> <li>○ Prepare breads with flour enriching components</li> <li>○ Raise dough in two or three days</li> <li>○ Practice making yeast products and executing recipes.</li> <li>○ Create bread and pizza preparations.</li> <li>○ Share your passion for pizza and regional differences in pizza preparation-Pizza Week</li> <li>○ Prepare pizza from other parts of America</li> <li>○ Prepare par-dough and freeze for later use</li> </ul>	
<p><b>8-1 Pastry Dough and International Products</b></p> <ul style="list-style-type: none"> <li>○ View preparation and working Pastry dough</li> <li>○ Prepare frozen dough used to reduce labor</li> <li>○ Create a variety of sweet and savory dough items</li> <li>○ Present products that are retail appropriate.</li> <li>○ Prepare Mexican masa products and use Greek Phyllo</li> </ul>	Additional Focus- Spanikopita
<p><b>9-1 Knife Skills Practice Periods</b></p> <ul style="list-style-type: none"> <li>○ Students polish skills in preparation for events and recipe ingredients</li> <li>○ Fruit Platters prepared</li> <li>○ Additional cuts are introduced to students</li> </ul>	Additional focus-Knife Sharpening
<b>Suggested Activities / Resources</b>	
<p>All text assignments will be from <b>FOUNDATIONS of Restaurant Management and Culinary Arts Level 1 Edition 2</b>  Unless otherwise noted</p> <p><b>Days 46-48 Bakeshop</b></p>	

Students collaborate in brigades for ingredient collection measuring, labeling and storing.

Baking specific tools, Measures and Culinary Math Skills reviewed.

Students execute familiar recipes with garnish, color and new flavoring options.

Baking temperatures discussed. Labeling and Dating all items stored is continued.

#### **Days 49-51 5-2 Baking Ingredients**

Students recall hard and soft flours, fats, leaveners, sweeteners, and flavorings. Additional ingredients introduced with recipes like corn meal, Duram semolina and alternative (non-wheat or organic) flours. Seasonal fruits are introduced in quick breads. Yeast bread and pizza are highlighted with additional toppings and improvements. Fresh and frozen components for mise and place are prepared during this time. Quiz and reflections included.

#### **Days 52-53 5-3 The Effects of Heat on Foods**

An activity day where students exemplify the Effects of Heat on Foods.

Sugars Caramelize, Fats Melt, Starches Gelatinize, Proteins Coagulate and Water Evaporates

Brigades pick a recipe and explain what effect heat had on their foods. Reflections included.

#### **Days 54-56 6-1 FOUNDATIONS - Chapter 9 Risk Management**

In a supervisory mindset, students determine the "liability" all members of a staff carry when working with the public and working for an employer.

Occupational Safety and Health Administration, Hazard Communication Standards and Safety Data Sheets are protections for workers. This organization, the standards and data are all explored by Section II students. So as supervisors or managers, students learn, they must wear 2 hats.

Students outline the protections afforded by OSHA, research what mandatory communication is required by employers for workers and

Students find SDS sheets for in class chemicals online. Brigades create a current SDS folder for the safety of all students.

#### **Days 57-67 7-1 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.

#### **Days 68-69 6-2 FOUNDATIONS - Chapter 10 Workplace Safety Procedures**

Protective clothing and gear serve to safeguard students from harm. Chef displays the gear and explains when to apply these items. Students also learn about fire hazards, classes and fire remedies in a hands on practical exercise. Video demonstrates how kitchen fires spread and safe ways to extinguish. Standards already covered in SAFETY section are also discussed regarding: wet floors, first aid, lifting, using ladders and external threats to an operation. Students complete "Exam Prep" questions in Google Classroom.

#### **Day 70-79 7-2 Yeast Breads**

Students recall handling and properly developing the yeast starter for bread products.

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

Students will begin use of live yeast and may use dry for some products. Protein and gluten development discussed and exemplified in sour dough mixes and bulk preparation. Students employ hard, high protein flours to create crusty pizza, calzone, bread sticks and bread doughs. Knife skills are employed for ingredients. The new pizza oven and convection oven may be used in production.

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

**Day 80-84 8-1 Pastry Dough and International Products**

Prepared doughs like phyllo and pastry dough are time saving options for bakers and will be used here. Students will roll and fill doughs in these quick preparations. Some students may also produce a whole fresh pastry dough for their own use and Section I classes

Students practice measure skills with recipes and discuss duties as a brigade. Students test "fresh dough from Section III. Quiz.

**Days 85-86 9-1 Knife Skills Practice Periods**

Fruit, vegetable, butters and pickles may be cut 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 Section I-III or catering.

**UNIT 2 CLOSE**

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

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

**Day 89 Flex Baking Day-Top Chef--Changing over inventory-Make-ups**

Students review Par levels and look to next quarters recipes for needs. Choose an item to make with available ingredients-Top Chef

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

**Day 90 End of Quarter inventory**

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

Post exam review

Suggested activities-

- Peer collaboration - All students complete work in brigades
- Create a timelines to identify various periods in foodservice, as explained in FOUNDATIONS
- Read then Write data from FOUNDATIONS, ON COOKING and chef supplied sources for a better understanding of Food and Beverage operations.
- Listen and speak - Brigades, together, discover and present new tools, technique and systems in food service
- Recipe execution, knife skill practice and product identification.
- Reflection, quiz, exam, Steward Activity, maintenance and participation in 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: Proteins, Vegetables and Starches**

Culinary Arts and Hospitality - Grades 10-12

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"> <li>● What Proteins (meats), Vegetables and Starches recipes do you recall?.</li> <li>● Details about the three categories of ingredients that separate industries grow, raise, distribute, size and cook.</li> <li>● Correct temperatures for cooking these items</li> <li>● Recall Fire safety and prevention in a kitchen.</li> <li>● Additional details scaffolding on Section I- learning animal structure and plant varieties.</li> <li>● How would we design a kitchen with equipment.</li> <li>● Procedure for removing or adding plants to FORK FARM</li> <li>● Basics of Poultry butchering and sectioning</li> <li>● Grilling, frying, poaching, sauteing, roasting and wok cooking Proteins and Vegetables</li> <li>● Where to store cell phone to avoid distraction</li> </ul>	<ul style="list-style-type: none"> <li>● How will I prepare Protein to cook ?</li> <li>● What are vegan and vegetarian options?</li> <li>● How will I prevent food from spoiling?</li> <li>● What are the names of primal cuts used in this section?</li> <li>● What tool will be used for a specific task?</li> <li>● Where do specific cuts of meat come from?</li> <li>● How will I measure food for recipes?</li> <li>● Will I recall a primal and sub primal cut?</li> <li>● Am I Steward today??</li> <li>● How will I improve my GPA?</li> <li>● Why do we rinse fruit and vegetables?</li> <li>● What will Fork Farm contribute to our cooking inventory?</li> <li>● What will we choose in the family of Starches?</li> <li>● Can I “fry” in a convection oven?</li> <li>● Why is cell phone use a safety hazard in a kitchen?</li> </ul>
Sequence of Topics Unit 3	Teacher Notes Unit 3
<p><b>10-1 Poultry</b></p> <ul style="list-style-type: none"> <li>○ Recall who belongs in the “poultry” family</li> <li>○ Practice with larger and smaller birds than the Fryer</li> </ul>	<p>Additional Focus- Salmonella and contamination problems and receiving safety reminder</p>

<ul style="list-style-type: none"> <li>○ Prepare a whole Fryer in 10 pieces with sharp knife.</li> <li>○ Section, Season and cook Chicken in a recipe</li> <li>○ Prepare accompaniments on select recipes</li> </ul>	
<p><b>10-2 Beef</b></p> <ul style="list-style-type: none"> <li>○ Document and recall the location of Primal and Sub primal cuts demonstrated in class</li> <li>○ Identify specialty steer viewed in video</li> <li>○ Trim, Season, Roast, grill, and pan sear beef in cooking segments</li> <li>○ Prepare or utilize accompaniments on select recipes</li> </ul>	Additional Focus-Ofal and cow products-Potential samples
<p><b>10-3 Pork</b></p> <ul style="list-style-type: none"> <li>○ Identify and recall the 5 Primal cuts of a Hog</li> <li>○ Understand where to find Sub Primal Pork Cuts within the Primal Cuts on the body of a hog.</li> <li>○ Handle and cook prepared pork products like pattys, sausages and bacon.</li> <li>○ Prepare or utilize accompaniments on select recipes</li> </ul>	Additional Focus-Humane practices and farm consequences
<p><b>10-4 Seafood</b></p> <ul style="list-style-type: none"> <li>○ Recall families of Fish, Shellfish and identify cephalopods</li> <li>○ Handle and prepare fresh seafood</li> <li>○ Prepare IQF (individually quick frozen) fish by selecting, thawing and seasoning.</li> <li>○ Practice boiling, frying, wokking, fish and shellfish</li> <li>○ Recognise challenges for sea farmers and supply loss</li> <li>○ Prepare or utilize accompaniments on select recipes</li> </ul>	Additional Focus- Protecting resources and fish farming.
<p><b>11-1 FOUNDATIONS -Chapter 11 Foodservice Equipment</b></p>	Additional Focus- Equipment standards including pan sizes and names

<ul style="list-style-type: none"> <li>○ Identify the needs of a professional kitchen</li> <li>○ Discover the types of preparation equipment needed based on the menu</li> <li>○ Understand the need for specialty receiving and storing equipment for delivery</li> <li>○ Practice room design for a kitchen</li> </ul>	
<p><b>11-2 FOUNDATIONS -Chapter 12 Knives and Small Wares</b></p> <ul style="list-style-type: none"> <li>○ Identify common tools we have used</li> <li>○ Discover new and specialty tools for specific tasks</li> <li>○ Understand alternate ways to sharpen knives besides our electric sharpener</li> <li>○ Create a list of better quality tools and small wares</li> </ul>	<p>Additional Focus- Small Ware standards including pan sizes and names</p>
<p><b>12-1 Vegetables and Starches</b></p> <ul style="list-style-type: none"> <li>○ Create a SEASON chart of local available produce</li> <li>○ Understand the location of winter vegetable growing</li> <li>○ Take herbs and vegetables from FORK FARM and use in recipes</li> <li>○ Practice selecting, cleaning, trimming, cutting and cooking starches and vegetables</li> <li>○ Apply previously learned skills to preparations.</li> <li>○ Roast, fry, bake, boil and saute inventory items</li> </ul>	<p>Additional Focus- New cuts and options for vegetables and starches  Note-This section dispersed throughout Protein preparations. Section II may prepare pre-prep for Section I</p>
<p><b>Suggested Activities / Resources</b></p>	
<p><b>All text assignments will be from FOUNDATIONS of Restaurant Management and Culinary Arts Level 1 Edition 2  Unless otherwise noted</b></p> <p><b>Days 91-100 10-1 Poultry</b></p> <p>Students review and recall Chicken sizing and grading and are introduced to other members of Poultry family including Capon, Duck, Turkey and game.  Students work initially with breast meat and move on to whole “fryers”, the most common production chicken, to fry or roast.</p>	

Standard Breeding Procedure is used for breast meat and the sectioned fryer is oiled and seasoned in several recipes. Duck, Turkey and Cornish hens may also be prepared. Quiz and reflections included.

**Days 101-110 10-2 Beef**

Students watch primal beef cuts sectioned in a butcher shop. Chef will demonstrate removing trim (fat/connective tissue) from a variety of cuts.

Several primal and sub-primal cuts are introduced as they are the “home” of meat we will prepare

Students are responsible to identify the location of cuts we prepared in class. Section II may prepare cuts for Section I to finish cooking. Offal and other secondary beef products are identified and may be prepared. Quiz and reflections included.

**Days 111-116 10-3 Pork**

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

Students watch a hog factory video and machine butchering. Mexican and Spanish pork recipes are requested from students from family carey-takers.

Recipes may include Roast Pork Butt, bacon, ground shoulder, and saute’ loin. Section Quiz and reflections included.

**Days 117-121 10-4 Seafood**

Students recall fish and shellfish and are introduced to and are expected to recognise cephalopods. Brigade members work with fresh foods and may pre-prep for Section I. Students begin with a Chowder and work toward processing fish into main course and as part of a larger recipe.

We continue the discussion on our close-by world port in Point Pleasant. Fish selections may include Salmon, Shrimp, Clams, Mussels, and Flounder. Quiz and reflections included.

**Days 122-123 11-1 FOUNDATIONS -Chapter 11 Foodservice Equipment**

Students identify the equipment needs of a professional kitchen in this chapter. They will identify equipment needs based on : receiving food, storing, preparing, cooking, disposing of food and transporting meals. When researching they discover the types of preparation equipment needed based on the menu and will practice room design for a kitchen. Exam Prep questions-Quiz

**Days 124-125 11-2 FOUNDATIONS -Chapter 12 Knives and Small Wares**

In the eyes of a supervisor or manager, a good kitchen “tool” safely and efficiently completes a task. Students will recognise tools already used and have hand-on experience with many tools they do not know. As an acting “buyer” for tools and small wares, students will select best choices by industry standards. Two important learning sections begin, but do not end, here. Alternate sharpening methods and standard USA pan sizes are learned, handled and quizzed by Section II.

**Days 126-131 12-1 Vegetables and Starches**

Students learn more about Garden State produce, organic options and unique Starches.

Recipes may include: white and black eggplant, zucchini, tomatoe, potato, yucca, rice, pasta, herbs and others. Quiz and reflections included.

**UNIT 3 CLOSE**

**Days 132-134 Exam prep day and Section II Unit 3 Final Exam Day & Make-ups**

Test grade assigned, Steward grades released, Exam make-ups- all work make up these days, orders placed

**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 - All students complete work in bridages
- Create a timelines to identify various periods in foodservice, as explained in FOUNDATIONS
- Read then Write data from FOUNDATIONS, ON COOKING and chef supplied sources for a better understanding of Food and Beverage operations.
- Listen and speak - Brigades, together, discover and present new tools, technique and systems in food service
- Recipe execution, knife skill practice and product identification.
- Reflection, quiz, exam, Steward Activity, maintenance and participation in 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 4: Cold Foods and Catering**

**Standards / Learning Targets**

**Focus Standards - Major Standards**

**Duration: 45 Days**

Culinary Arts and Hospitality - Grades 10-12

<p style="text-align: center;"><b>Enduring Understandings Unit 4</b></p>	<p style="text-align: center;"><b>Essential Questions Unit 4</b></p>
<p><b>Students should know:</b></p> <ul style="list-style-type: none"> <li>● How foods are kept safe from bacterial contamination.</li> <li>● Names of common sandwiches on retail menus.</li> <li>● Safe temperatures for receiving, storing, preparing, freezing and reheating items</li> <li>● Complete Box and Bente lunches.</li> <li>● Appetizers and dips for events</li> <li>● Introduction to Costing a menu.</li> <li>● Presentation-skills for retail and packaged items</li> <li>● How to best avoid chemical, physical or biological contamination of food ingredients.</li> <li>● Accompaniments and Garnish with these foods</li> <li>● How to read catering prep, complete prep lists, determine shelf life and present catered foods</li> <li>● What foods are served on the Jersey Boardwalk?</li> </ul>	<ul style="list-style-type: none"> <li>● Are Cold Foods an important menu area??</li> <li>● How will I prepare a sandwich with select ingredients?</li> <li>● How will I prevent food from spoiling?</li> <li>● What are the various cuts used in this section?</li> <li>● What tools will be used for sandwiches and salads?</li> <li>● How will I improve the look of a packaged sandwich?</li> <li>● How are shapes and colors organized on fruit platters?</li> <li>● Am I Steward today?</li> <li>● How will I improve my GPA?</li> <li>● Would I rather sell a sandwich at a high price or many sandwiches inexpensively?</li> <li>● How do we shut down a kitchen and store equipment?</li> <li>● How do I “Mark” meat on a grill?</li> <li>● How is a format table set with table and plateware?</li> <li>● How do I use a service tray and tray stand?</li> <li>● Why is cell phone use a safety hazard in a kitchen?</li> </ul>
<p style="text-align: center;"><b>Sequence of Topics Unit 4</b></p>	<p style="text-align: center;"><b>Teacher Notes Unit 4</b></p>
<p><b>14-1 Cold Retail Foods and Catering</b></p> <ul style="list-style-type: none"> <li>○ Prepare popular sandwiches, salads, accompaniments and garnish</li> <li>○ Students prepare ready to sell plated and packaged sandwich and salad products.</li> </ul>	<p>Additional Focus- Prepare for contamination dangers with cold foods</p>

<ul style="list-style-type: none"> <li>○ Review year-end schedule for events and potential extra work opportunities</li> <li>○ Fruit cuts are completed for platter and salad prep</li> </ul>	
<p><b>15-1 Sandwiches</b></p> <ul style="list-style-type: none"> <li>○ Recognize quality-detail that improves a sandwich</li> <li>○ Create attractive, well oriented presentations.</li> <li>○ Practice portion control/costing with ingredients</li> <li>○ Set up a cold bain marie and the “sandwich line” for your class and Section I</li> </ul>	Additional Focus-Cost out complete lunch meal
<p><b>15-2 Salads</b></p> <ul style="list-style-type: none"> <li>○ Create salads with a variety of properly sized greens</li> <li>○ Identify appropriate cuts for fork-ready retail salads</li> <li>○ Complete display options for a plated or packaged salad</li> <li>○ Prepare oil and mayonnaise based dressings</li> </ul>	Additional Focus-Retail appropriate presentations
<p><b>16-1 FOUNDATIONS -Chapter 13 Kitchen Basics</b></p> <ul style="list-style-type: none"> <li>○ Discover the sections of a modern professional kitchen.</li> <li>○ Revisit Mise en Place and what it means for daily line prep.</li> <li>○ Differentiate between Seasoning and Flavoring</li> <li>○ Practice basic techniques</li> <li>○ Read a Nutritional Label.</li> </ul>	Additional Focus- Shelf life of prep
<p><b>16-2 FOUNDATIONS -Chapter 14 Culinary Math</b></p> <ul style="list-style-type: none"> <li>○ Display basic math calculations.</li> <li>○ Apply calculations to a Standardized Recipe</li> <li>○ Convert recipes to change yield</li> <li>○ Read and Convert metric measures</li> </ul>	Additional Focus-Practice basic math functions

<ul style="list-style-type: none"> <li>○ Explain “As Purchased” and “Edible Portion” differences</li> </ul>	
<p><b>17-1 Catering and Special Events</b></p> <ul style="list-style-type: none"> <li>○ Cost Ccatering menus from Section III</li> <li>○ Complete Prep Lists.</li> <li>○ Practice knife skills in prep of fruit/catering items</li> <li>○ Handle and organize catering-specific equipment and heating devices.</li> <li>○ Participate in catered events</li> </ul>	<p>Additional Focus- Prep completed for events</p>
<p><b>16-3 FOUNDATIONS End of Year Review</b></p> <ul style="list-style-type: none"> <li>○ Teacher highlights primary content in Chapters 7 to 14</li> <li>○ Students complete study notes</li> <li>○ Students complete exam-grade test in Google</li> </ul>	
<p><b>17-2 Boardwalk Week</b></p> <ul style="list-style-type: none"> <li>○ Research job opportunities on the local shore beaches</li> <li>○ Find foods typically sold in NJ on the Boardwalk</li> <li>○ Identify previously learned skills to complete recipes including basic cuts</li> <li>○ Present retail products properly garnished with condiments</li> </ul>	<p>Additional Focus-Monmouth and Ocean Counties as tourist destinations</p>
<p><b>Suggested Activities / Resources</b></p>	
<p><b>All text assignments will be from FOUNDATIONS of Restaurant Management and Culinary Arts Level 1 Edition 2 Unless otherwise noted</b></p> <p><b>Days 136-137 14-1 Cold Retail Foods and Catering</b></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 a list of catering production, salad and sandwich making, cooking on the grill and Boardwalk Week. The chef demonstrates improved cutting options and decorating plates with fresh garnishes. Mise en place basics are reviewed in FOUNDATIONS. These opening days set up and organize the last quarter.</p>	

**Days 138-145 15-1 Sandwichs**

Students prepare retail-menu sandwiches, prepare their ingredients and understand customer expectations. Students will research and create sandwiches in addition to options on Section I menu. Section II may prepare sides to accompany Sandwiches for themselves and other sections. Quiz and reflections included.

**Days 146-153 15-2 Salads**

Students produce retail-menu quality salads. Section II may complete cutting and may receive cut vegetables for a salad bar or bain marie. Students employ learned knife skills for fruit and vegetables used for salad topping, garnish or filler. Retail Salads with Protein topping may be included here. Quiz and reflections included.

**Days 154-156 16-1 FOUNDATIONS -Chapter 13 Kitchen Basics**

In a compact message, the FOUNDATIONS chapter consolidates a working kitchen's mise en place techniques. Students will enjoy hands on practice with this chapter and a reminder on the way we prep, how much to make, it's shelf life and steps to completion.

Exam prep questions-Quiz. Quiz review

**Days 157-158 16-2 FOUNDATIONS -Chapter 14 Culinary Math**

Students practice basic functions of math and we apply calculations to costing, changing yields and creating par amounts for events.

Decimals, fractions and percentages are compared and metric measures charted as a memory aid.

Exam prep questions-Quiz. Quiz review

**Day 159-162 17-1 Catering and Special Events**

Section II and III complete the vast majority of catering while Section I learns the basics. All fundamental prep and mise en place is completed by Section II and III. During these prep periods we discuss the chef's decisions as to: food allotments based on buffet or plated event, best storage and best storing practices. We also learn best ways to retain flavors or improve at service. Practical Quiz. Quiz review

**Days 163-164 16-3 FOUNDATIONS End of Year Review**

Teacher highlights primary content in Chapters 7 to 14 in an exam prep worksheet.

Students complete study guide for exam, continue review with class discussion and game,

Students complete exam as preparation for accreditation exam in Section III-grade test in Google.

**Day 165-170 17-2 Boardwalk Week**

This fun and festive week brings the school year to a close. Some components may be prepared by Section II. Students use the basic menu from Section I and add the next level for presentation and flavoring. The chef shares boardwalk experiences, working on the boardwalk in a restaurant and costs of a typical boardwalk business.

**UNIT 4 CLOSE**

Use remaining fresh inventory in repeat recipes Post exam review

**Days 171-173 Exam prep day and Section II Unit 4 Final Exam Day**

Exam studied and completed 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 - All students complete work in bridges
- Create a timelines to identify various periods in foodservice, as explained in FOUNDATIONS
- Read then Write data from FOUNDATIONS, ON COOKING and chef supplied sources for a better understanding of Food and Beverage operations.
- Listen and speak - Brigades, together, discover and present new tools, technique and systems in food service
- Recipe execution, knife skill practice and product identification.
- Reflection, quiz, exam, Steward Activity, maintenance and participation in 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