

BOE Adoption:	
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Culinary Arts and Hospitality Section III Curriculum Map Grade 12
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Content Area: 21st Century Learning
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<p><u>Unit I:</u></p> <ul style="list-style-type: none"> ● Culinary Arts and Hospitality <ul style="list-style-type: none"> ○ Set-up Kitchen Stations ○ Review Senior Schedule and Special Events ○ Manners Matter in Business ○ FOUNDATIONS Chapter 17 “Stocks, Soups and Sauces” and Chapter 22 “Introduction to Management” ○ Management of a Clean and Pest Free Facility ○ Review essentials of Safety and Sanitation 	45 Periods
<p><u>Unit II:</u></p> <ul style="list-style-type: none"> ● Bakeshop-A Retail Property <ul style="list-style-type: none"> ○ Baking Ingredients List -Expanding from Basics ○ Operate with a Goal of Profitability ○ Expand on Piping Bag use and Cake Making ○ Complete Bulk Baking for Large Groups ○ FOUNDATIONS Chapter 16 “Sandwiches and Pizza” Chapter 19 “Introduction to Baking” 	45 Periods
<p><u>Unit III:</u></p>	

Culinary Arts and Hospitality - Grades 10-12

<ul style="list-style-type: none"> ● Proteins, Vegetables and Starches <ul style="list-style-type: none"> ○ Recall and Practice New Recipes for Specialty Proteins and Accompaniments ○ Continue Improving Knife Skills, Food Handling and Food Storage ○ Practice Presentation Skills for Retail Sales ○ FOUNDATIONS Chapter 18 “Cooking Methods” and Chapter 20 “Principles of Great Service” ○ Menu Development and Meal Costing 	45 Periods
<p><u>Unit IV:</u></p> <ul style="list-style-type: none"> ● Cold Foods and Catering <ul style="list-style-type: none"> ○ Create Cafe Menu for Guests ○ Present Fruit Platters and Plates for Events and Catering ○ FOUNDATIONS Chapter 15-”Salads Dressings and Dips” and Chapter 21 “Front of the House Basics” ○ Students Use FOUNDATIONS Recipes for Practical Test ○ Execute Catering Preparations for Large Groups ○ Apply Culinary Math Calculations to Food Costs and Menus 	45 Periods

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 III, we will prepare students to be an Owner/Manager ready by teaching them how to successfully apply skills to maintain quality, service and profitability. 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 business owner or principle. 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

Culinary Arts and Hospitality - Grades 10-12

evolving world of food and beverage service with historical knowledge, essential skills and hands on training. Section III introduces a quality and cost understanding that creates satisfied customers. Concentrations on display, excellent ingredients and a focus on profitability drives the Section III student..

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 III runs their days with freedoms to practice learned skills while choosing creative options and recipes to build confidence and new decision making talent.

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

Culinary Arts and Hospitality - Grades 10-12

- 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

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 III - Unit 1: Managing 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"> ● Discussing sensitive topics like personal hygiene and managing effective cleaning programs. ● How will I oversee Integrated Pest Management to control pests? ● How to avoid cross and direct contamination. ● How will I monitor appropriate temperatures to receive and store food, avoiding Time and Temperature Abuse. ● Manners Matter and they will be practiced in the kitchen. ● Knife skills, sharpening and best knife choices. ● Preparation of stocks, mother sauces and choosing soup menus ● "Introduction to Management", which outline typical managerial responsibilities and personal benefits. ● Best practices to coordinate efforts within your brigade to accomplish tasks. ● Label, date and rotate. ● Where to store cell phone to avoid distraction 	<ul style="list-style-type: none"> ● Why are manners important in any work setting? ● How can I prevent employees from contaminating food and surfaces? Why is hand washing important? ● How will I prevent food from spoiling? ● Which soups will we prepare for Section I? ● What mise en place will Section I & II prepare? ● What systems control pests? ● Who oversees Time and Temperature abuse? ● How will I properly cook, cool, store and reheat soup? ● What are Mother Sauces? ● Which sauces hold in a hot bain marie? ● Which knife best completes this recipe? ● What responsibilities will I have as manager? ● Will I perform Steward duty during class? ● How will I achieve the highest grades? ● Why should I achieve Management status? ● 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 1</p>	<p style="text-align: center;">Teacher Notes Unit 1</p>
<p>1-1 Opening the Kitchen</p> <ul style="list-style-type: none"> ○ Become reacquainted with the teacher and discuss our break. Any food stories? ○ Recall events from last school year and review our senior schedule ○ Clean and reset kitchen for operation ○ Complete appropriate paperwork to get started ○ Review fire and safety rules 	<p>Additional Focus- Senior responsibilities as leaders</p>
<p>2-1 Mise en Place</p> <ul style="list-style-type: none"> ○ Inventory and reset food items ○ Search “out of date” items and replace ○ Label and date as needed ○ Review recipes and determine order fresh, frozen and dry needs for 2 weeks ○ Discover “Pantry” needs and order for 2 months ○ Discuss reasons to maintain and cost an inventory of “goods”. 	<p>Additional Focus- Do Now- daily Culinary Math Questions</p>
<p>3-1 Foundations Chapter 22 “Introduction to Management”</p> <ul style="list-style-type: none"> ○ Discover the characteristics and responsibilities of a leader ○ Write a Vision and Mission Statement ○ Relate expectations of managers in workplace diversity, explain personal experiences ○ Analyze steps for problem solving ○ How will employees view you as a boss 	<p>Additional Focus-Self confidence</p>
<p>3-2 Foundations Chapter 17 “Soups, Stocks and Sauces”</p>	<p>Additional Focus-Compare flavors using “bases” instead of stock</p>

<ul style="list-style-type: none"> ○ Identify and practice preparing 5 Mother Sauces. ○ Understand 4 essential parts of a stock. ○ Season, cook, cool and degrease a stock. ○ Make common sauces which are prepared from Mother Sauces 	
<p>4-1 Fork Farms</p> <ul style="list-style-type: none"> ○ Review procedures and assemble farm ○ Choose seeds to plant and start process of germinating ○ Schedule outcomes based on product needs ○ Maintain seedlings and transfer to farm 	<p>Additional Focus-Complete cost analysis of fresh grown and purchased herbs</p>
<p>5-1 Knives and Knife Skills</p> <ul style="list-style-type: none"> ○ Recall basic kitchen handling and cutting ○ Practice selecting, sharpening, walking-with, slicing, cleaning a knife. ○ Identify and name cutting boards with specific applications when cutting. Set-up for warm up cutting. ○ View and practice new cuts ○ Show others how to complete specific cut 	<p>Additional Focus- Perfect, uniform cuts</p>
<p>6-1 Creating Recipes: Soups and Sauces</p> <ul style="list-style-type: none"> ○ Create a recipe with all 4 sections, based on an existing recipe you have completed ○ Contemplate what flavors would improve the original recipe ○ Practice with available Mise en Place and present to your class of peers. ○ Suggest improvements, critique and compliment completed recipes ○ Share products in judged event 	<p>Additional focus- Relationship to Mise en Place</p>

6-2 Recipe Preparation as a Brigade

- Complete accompaniments to Soups and Sauces a a brigade assignment
- Practice with available Mise en Place and present to your class of peers.
- Suggest improvements, critique and compliment completed recipes
- Work cooperatively to complete recipes and accompaniments at the same time and with group support
- (This cooperative will be embedded in all recipes)

Suggested Activities / Resources

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

Days 1-2 1-1 Opening the Kitchen

Students choose brigades, remake introductions and we have a discussion on the Senior schedule. We complete safety sheet and phone rules are outlined. Kitchen tour done with new procedures and equipment introduced. Fire and safety rules reviewed.

Days 3-5 2-1 Mise en Place

Chef and class discuss mise en place and how we organize the fuel which runs our kitchen.

Students discover "Pantry" needs and set par levels for "on-hand" items

Students take inventory and reset food items in proper places while checking expiration dates and evaluating. Items NOT dated will be labeled and date as needed. Once set, students review recipes and determine what to order: fresh, frozen and dry
Discuss reasons to maintain and cost an inventory of "goods".

Days 6-9 3-1 Foundations Chapter 22 "Introduction to Management"

Students and chef discuss the characteristics and responsibilities of a leader. Students read select sections of chapter and create a Vision and Mission Statement for themselves. (private document). Based on student encounters we share expectations of managers in workplace.

Using video examples students discuss and answer questions on diversity, explaining personal experiences.

A challenge is presented on the steps for problem solving. Exam prep questions Quiz

Days 10-28 3-2 Foundations Chapter 17 "Soups, Stocks and Sauces"

Students read then identify 5 Mother Sauces. With their own prep and some from Sections I-II select Mother Sauces are produced.

Following some video examples students collect 4 stock parts and season, cook, cool and degrease the stock.

Once Mother Sauces are complete, students make common sauces to be used or frozen for recipes.

Exam prep-Quiz.

Days 29-30 4-1 Fork Farms

Chef reviews procedures for Fork Farm hydroponics and students assemble farm.

Based on upcoming recipes and time to grow, students choose seeds to plant and start process of germinating.

Several plantings will be done to schedule outcomes based on product needs. Students “cost-out” farm vs fresh product.

Section III will maintain seedlings and transfer to farm. 1 Farmmaster will be assigned in each class.

Days 31-33 5-1 Knives and Knife Skills

Students recall basic kitchen knife handling and cutting. They practice selecting, sharpening, walking-with, slicing, cleaning a knife.

All members identify and name cutting boards with specific applications when cutting. Set-up for warm up cutting.

View and practice new cuts and show others how to complete specific cut. Practical test

Day 34-37 6-1 Creating Recipes: Soups and Sauces

Students create a recipe with all 4 sections, based on an existing recipe you have completed or mother sauce made.

Brigades choose what flavors would improve the original recipe and apply with fresh or dry herbs and spices.

Cook recipes with available Mise en Place and present to your class of peers.

Peers suggest improvements, critique and compliment completed recipes

Share products in judged event

Day 38-40 6-2 Recipe Preparation as a Brigade

Individual Brigades are selected to complete accompaniments to Soups and Sauces as a brigade assignment.

Students practice with available Mise en Place and present to their class of peers.

Peers and judges (teachers, security, administrators) suggest improvements, critique and compliment recipes.

All students work cooperatively to complete recipes and accompaniments at the same time and with group support

(This cooperative will be embedded in all recipes)

UNIT 1 CLOSE

Days 41-42 Exam prep day and Section III - 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 - New Orders Complete -USE FIRST List Created

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 2: Bakeshop

Duration: 45 Days	
Enduring Understandings Unit 2	Essential Questions Unit 2
<p>Students should know:</p> <ul style="list-style-type: none"> ● Bulk bakery preparations ● New baking components ● Challenging retail baked goods ● Using Leaveners in multi step process' ● Piping and cake decorating ● Safety and hazards in a bakery. 	<ul style="list-style-type: none"> ● What flavorful additions can I use in products? ● Are my hands clean and am I wearing protection items? ● What components may improve baking recipes? ● What is dough staling? ● Why do restaurants use "Quick Breads"? ● Name essential baking related temperatures? ● Why sifting ingredients matters

Culinary Arts and Hospitality - Grades 10-12

<ul style="list-style-type: none"> ● Recipe execution for breads, pastries and other items. ● Managing a pizza facility ● Corrective actions when errors occur. ● Use of bakery specific tools and time saving tools. 	<ul style="list-style-type: none"> ● What will I contribute to brigade activity? ● Will I be the Steward today? ● How long can we store doughs? ● What is a bakers percentage? ● What is portion control? ● What are the Cookie family names? ● Why must I arrive on time? ● Why is cell phone use a safety hazard in a kitchen?
Sequence of Topics Unit 2	Teacher Notes Unit 2
<p>5-1 Bakeshop</p> <ul style="list-style-type: none"> ○ Reflect on tools and baking equipment previously used ○ Measuring recipes thoughtfully for success ○ Forecast the quantity of ingredients needed for 6 classes ○ Discuss hazards and safety rules that are specific to bakeries ○ Discuss decorating, packaging, shelf life and freezing options ○ Tour new equipment 	<p>Additional Focus- Making choices as a leader</p>
<p>6-1 FOUNDATIONS Chapter 19 “Introduction to Baking”</p> <ul style="list-style-type: none"> ○ Prepare Order Lists and Prep Lists for other classes ○ Associate baking ingredients and reactions from the Effects of Heat ○ Discover how flours may be changed to improve a products strength ○ Prepare bulk ingredients and proof 	<p>Additional Focus-Countries of Origin for ingredients and GMOs</p>

<ul style="list-style-type: none"> ○ Prepare Creaming Method foods and freeze ○ Apply Bakers Percentages to change yield ○ Prepare and share Cookies ○ Practice baking and measuring with yield and ingredient adjusted Quick Breads included here 	
<p>6-2 FOUNDATIONS -Chapter 16 Sandwiches and Pizza</p> <ul style="list-style-type: none"> ○ Recall Sandwiches and related items like canape’. ○ Set up a sandwich line in correct order ○ Differentiate between hot and cold sandwiches ○ Create specialty Pizza during Pizza Week ○ Prepare Mise en Place for Pizza and sandwiches ○ Identify and prepare regional pizza ○ Prepare fresh breads for sandwiches ○ Create Burger Menus that are unique and memorable 	<p>Additional Focus- Retail costs and consumer pricing</p>
<p>7-1 Yeast Breads</p> <ul style="list-style-type: none"> ○ Prepare breads with fresh and dried yeasts ○ Prepare Sour Dough with extended yeast development and a perpetual starter mix ○ View video of oldest starter ○ Raise dough and process through steps ○ Complete dough raising steps for Sections I and II ○ Create Stuffed and Vegetable breads for sampling. ○ Prepare par-baked breads for later use-freeze 	<p>Additional Focus- Modern uses for Vegan yeasts</p>
<p>8-1 Pastry Dough</p> <ul style="list-style-type: none"> ○ View preparation and working Pastry dough ○ Practice with frozen dough used to reduce labor ○ Prepare fresh Pastry dough and follow steps ○ Create a variety of sweet and savory dough items 	<p>Additional Focus- Spanikopita</p>

<ul style="list-style-type: none"> ○ Present products that are retail appropriate. ○ Compare and contrast fresh and frozen dough ○ Create hors d oeuvres with Phylo and available mise en place 	
<p>9-1 Knife Skills Practice Periods</p> <ul style="list-style-type: none"> ○ Students polish skills in preparation for events and recipe ingredients. In Section III , students may also employ mise en place to finish soups, stocks sauces and catering ○ Fruit Platters prepared ○ Additional cuts are introduced to students 	<p>Additional focus-Knife Sharpening manually</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;">Day 46 Bakeshop</p> <p style="text-align: center;">Students collaborate in brigades for ingredient collection measuring, labeling and storing. Baking specific tools, Measures and Culinary Math Skills reviewed. Chef outlines Unit 2.</p> <p style="text-align: center;">Students execute familiar recipes with garnish, color and new flavoring options. Bulk and catering recipes highlighted in Section III Baking temperatures discussed. Labeling and Dating all items stored is continued. Freezing baked and par baked products is practiced</p> <p style="text-align: center;">Days 47-58 6-1 FOUNDATIONS Chapter 19 “Introduction to Baking”</p> <p style="text-align: center;">Students recall hard and soft flours, fats, leaveners, sweeteners, and flavorings. Additional ingredients introduced with cross-referencing to the Chapter 19. The details of the bakery are set forth in this chapter and seniors will spend 1/3 of bakeshop using these recipes and advanced takes on baked goods. Exam prep-Quiz and reflections included.</p> <p style="text-align: center;">Days 59-66 6-2 FOUNDATIONS -Chapter 16 Sandwiches and Pizza</p> <p style="text-align: center;">In what is considered the “best” week of Culinary Arts class, seniors will take risks, use spare dough and work like an owner, driven by profit. Here we use the addige “It’d not how much you make (\$), it’s how much you keep”. Waste management, alternate use and creativity are paramount in this section. Students create stuffed doughs, “Nona” pizza, prepare older dough in knots for underclassmates. A pizza competition will close this section with brigades presenting specialty pies from available mise en place. Exam prep questions and Reflections included.</p>	

Day 67-75 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 referring to Chapter 19. Seniors use recipes and tips from the chapter to take the next step in making the perfect baguette, hard rolls, a Miami onion roll, seasoned breadsticks and a version of the modern bagel.

Knife skills are employed for ingredients and Section I-II may provide some mise en place.

The new pizza oven and convection oven may be used in production. Quiz and reflections included.

Day 76-84 8-1 Pastry Dough

Prepared doughs like phyllo and pastry dough are time saving options for bakers and will be used here. Seniors will also be the sole class to prepare true Pastry Dough called Puff Pastry. Some students will prepare, portion and freeze the bulk-dough preparation for later use and share a single brigade's dough.

Reflection-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, Notebook 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

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"> ● Trimming and cutting of meats and plants for retail consumption ● Pairing of best choices for a balanced customer plate. ● Correct temperatures for cooking these items ● Recall Fire safety and prevention in a kitchen. ● Additional details scaffolding on Section I-II, learning animal structure and more plant varieties. ● How to cook in alternate methods for bulk and catering preparations. ● Procedure for removing or adding plants to FORK FARM ● Basics of butchering and sectioning ● Grilling, frying, poaching, sauteing, roasting and wok cooking of Proteins and Plants ● Preparing items as mise en place for Sections I-II ● Where to store cell phone to avoid distraction 	<ul style="list-style-type: none"> ● How will I prepare Protein to cook ? ● What are vegan and vegetarian options? ● How will I prevent food from spoiling? ● What are the names of cooking methods used in this section? ● What changes will affect meat volume when roasting vs boiling? ● Where do specific cuts of meat come from? ● Will I recall a primal and sub primal cuts? ● Am I Steward today?? ● How will I improve my GPA? ● What is Good Service? ● What will Fork Farm contribute to our cooking inventory? ● What will we choose in the family of Starches? ● Can customer counts be improved with better service? ● Why is cell phone use a safety hazard in a kitchen?

<p style="text-align: center;">Sequence of Topics Unit 3</p>	<p style="text-align: center;">Teacher Notes Unit 3</p>
<p>10-1 Poultry</p> <ul style="list-style-type: none"> ○ Prepare poultry for Section I student applications ○ Practice with Poultry like Duck, Quail or Capon ○ Prepare a whole Fryer in 10 pieces with sharp knife. ○ Section, Season and cook Poultry in a recipes ○ Prepare sauces and other accompaniments in recipes 	<p>Additional Focus- Adjusting to low fat content in Poultry that is not Chicken</p>
<p>10-2 Beef</p> <ul style="list-style-type: none"> ○ Document and recall the location of Primal and Sub primal cuts demonstrated in class ○ Identify specialty steer viewed in video ○ Trim, Butcher, Season, Roast, grill, and pan sear beef in cooking segments ○ Prepare or utilize sauces and other accompaniments on select recipes 	<p>Additional Focus-Prepare Ofal and cow products-Samples for Section II</p>
<p>10-3 Pork</p> <ul style="list-style-type: none"> ○ Document and recall the location of Primal and Sub primal cuts demonstrated in class ○ Identify specialty Hogs and feed ○ Trim, Butcher, Season, Roast, grill, and pan sear beef in cooking segments ○ Prepare or utilize sauces and other accompaniments on select recipes 	<p>Additional Focus-Focus on what we eat, eats.</p>
<p>11-1 FOUNDATIONS - Chapter 18 “Cooking Methods”</p> <ul style="list-style-type: none"> ○ Discover how heat is transferred to food 	<p>Additional Focus- Small Ware standards including pan sizes and names</p>

<ul style="list-style-type: none"> ○ Categorize Dry, Moist, and Combination Cooking Methods ○ Recognise best applications for sous vide and microwave cooking ○ Apply appropriate temperatures for certain foods to be “done” cooking 	
<p>10-4 Seafood</p> <ul style="list-style-type: none"> ○ Recall families of Fish, Shellfish and Cephalopods ○ Handle and prepare fresh seafood and whole fish ○ Pre-prepare some seafood for cooking by Section I. ○ Practice boiling, frying, wokong, fish and shellfish ○ Identify parasites in fish and eliminating them ○ Prepare or utilize accompaniments on select recipes 	<p>Additional Focus- Local markets and seafood availability.</p>
<p>11-2 FOUNDATIONS - Chapter 20 Principles of Great Service</p> <ul style="list-style-type: none"> ○ Recall how Service and Hospitality play a roll in a restaurants success ○ Identify the importance of First Impressions. ○ Practice ways to discover a guests needs. ○ Question sensitively about a guests special needs like allergies. ○ Appreciate the importance of guest feedback and how to collect that data. ○ Find the best ways to settle customer complaints 	<p>Additional Focus-Serving Others class time volunteer option</p>
<p>12-1 Vegetables and Starches</p> <ul style="list-style-type: none"> ○ Create a vegan memu item to prepare in this section ○ Prepare winter squash in a new method from Chapter 18 	<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>

- Take herbs and vegetables from FORK FARM and use in recipes
- Practice selecting, cleaning, trimming, cutting and cooking starches and vegetables
- Research local hydroponic options, view video
- 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 91-101 10-1 Poultry

Students review and recall Chicken sizing and grading and prepare other members of Poultry family including Capon, Duck, Turkey and game.
Students work together and guide each other on production of chicken and other Poultry.
.Quiz and reflections included. Prepare bulk chicken dishes for catering

Days 102-112 10-2 Beef

Chef will demonstrate removing trim (fat/connective tissue) from a variety of cuts. Students prepare beef for catering in bulk.
Students trim and portion primal beef and subprimal beef cuts. Students are responsible to identify the location of cuts we prepared in class. Section III may prepare cuts for Section I to finish cooking. Offal and other secondary beef products are purchased and prepared. Quiz and reflections included.

Days 113-122 10-3 Pork

In this section, students will recall the 5 Pork Primal and sub-primal cuts that are introduced on first Pork day.
Students clean and trim meats for Section I and II. Slow Roasted Pulled Pork from Boston Butt are purchased, seasoned and processed fully.
Other bulk cuts completed for catering needs , stuffing and freezing. Section Quiz and reflections included.

123-124 11-1 FOUNDATIONS - Chapter 18 "Cooking Methods"

Students identify recipes completed in 3 years and match cooking methods.
Brigades categorize Dry, Moist, and Combination Cooking Methods and identify the methods in class time practice recipes.
Students analyze changes taking place between the methods changing, moisture, flavor, yield, tenderness and appearance.
Demonstrations explain best applications for sous vide and microwave cooking.

Students manually "temp" items and apply appropriate temperatures for foods to be "done" cooking. Exam Prep - Quiz

Days 125-128 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.

129-130 11-2 FOUNDATIONS - Chapter 20 Principles of Great Service

In a training video, students view how Service and Hospitality play a roll in a restaurants success.

Reading and through class discussion brigade members learn the importance of First Impressions.

In practice "service" students and teacher find ways to discover a guests needs and special needs like allergies.

To resolve problems students discover the importance of guest feedback and how to collect that data and reconcile customer complaints. Exam Prep - Quiz

Days 131-132 12-1 Vegetables and Starches

Students learn about Garden State hydroponics and hot houses, organic options and unique Starches. Seniors practice Vegan menu development

Recipes may include: Winter Starches and preserving long-stored starches. Most items pared with Proteins above and also prepared for catering. Quiz and reflections included.

UNIT 3 CLOSE

Days 133-134 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-Order for closing quarter

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	
Enduring Understandings Unit 4	Essential Questions Unit 4
<p>Students should know:</p> <ul style="list-style-type: none"> ● Names of standard catering equipment ● Bulk prep of cold foods for catering. ● Safe temperatures for receiving, storing, preparing, freezing and reheating items ● A variety of foods whose edible portion is less than “as-purchased” weight or volume. ● Shelf life of prepared foods ● Costing a menu and finished, portioned products. ● Presentation-skills for retail and packaged items ● How to best avoid chemical, physical or biological contamination of food ingredients. ● Accompaniments and Garnish for catering platters ● How to write prep lists for a catered event ● Best selling items on the NJ Boardwalk and why. 	<ul style="list-style-type: none"> ● When should I purchase ingredients for a catered event in 2 weeks? ● How will I prepare a sandwiches for 20 people? ● How will I prevent food from spoiling? ● What are the various cuts used in this section? ● What fresh garnish is used for sandwiches and salads? ● How will I improve the look of a packaged sandwich? ● How are shapes and colors organized on platters? ● Am I Steward today? ● How will I improve my GPA? ● Besides food, what expenses will a catered event incur ? ● How do we shut down a kitchen and store equipment? ● How do complete year end inventory? ● Am I confident to use a service tray and tray stand? ● Why is cell phone use a safety hazard in a kitchen?

<p style="text-align: center;">Sequence of Topics Unit 4</p>	<p style="text-align: center;">Teacher Notes Unit 4</p>
<p>14-1 Cold Retail Foods and Catering</p> <ul style="list-style-type: none"> ○ Write menus for end of year catering ○ Complete prep lists for underclasspersons ○ Review year-end schedule for events and potential extra work opportunities ○ Prepare cold and hot food for special events ○ Place orders using culinary math to determine inventory needs 	<p>Additional Focus- Students aid teams and clubs with catering</p>
<p>15-1 Special Events</p> <ul style="list-style-type: none"> ○ Prepare foods using fryer, slicer and knife skills ○ Create attractive, well organized presentations. ○ Practice portion control/costing with ingredients ○ Create a table map, showing placement of foods for buffet events. Explain why the foods are positioned a certain way. ○ Create a table map, showing placement of foods for “stations” events. Explain why the foods are positioned a certain way. Is it attended or unattended. 	<p>Additional Focus-Recall pan sizes and proper names for hotel pans</p>
<p>16-1 FOUNDATIONS Chapter 15-”Salads Dressings and Dips”s</p> <ul style="list-style-type: none"> ○ Identify and taste 6 popular lettuces and accompaniments ○ Create bulk salads with a variety of properly sized greens ○ Discover new salad varieties used in menus ○ Prepare oil/vinegar and mayonnaise based dressings ○ Complete dips, sauces, and glazes for appetizers 	<p>Additional Focus-Salads as single menu items</p>

<ul style="list-style-type: none"> ○ Prepare dip accompaniments including fruit, vegetables and crostini 	
<p>16-2 FOUNDATIONS and Chapter 21 “Front of the House Basics”</p> <ul style="list-style-type: none"> ○ Identify employee and management positions who make up the Front-of House” team ○ List primary responsibilities of staff members ○ Practice resolving FOH issues with guests, FOH team members and kitchen (Back of House). ○ Handle trays, plates, table settings and glassware for guest use ○ Discover the sections of a modern Front of House in a restaurant ○ Revisit Mise en Place and what it means for FOH. 	<p>Additional Focus- Manners and Conversation</p>
<p>16-3 FOUNDATIONS End of Year Review</p> <ul style="list-style-type: none"> ○ Teacher highlights primary content for exam ○ Students complete study notes ○ Students complete exam-grade test on accreditation exam 	
<p>17-1 Boardwalk Week</p> <ul style="list-style-type: none"> ○ Research job opportunities on the local shore beaches ○ Find foods typically sold in NJ on the Boardwalk ○ Identify previously learned skills to complete recipes including basic cuts ○ Prepare fun foods found close to Lakewood 	<p>Additional Focus-Working, training, or school following graduation.</p>
<p>Suggested Activities / Resources</p>	

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Unless otherwise noted**

Days 136-137 14-1 Cold Retail Foods and Catering

In this last quarter of their senior year, students reflect on the class and are the lead organization and preparation arm of the Culinary program This unit is outlined here with a list of catering production, salad and sandwich making, cooking on the grill and Boardwalk Week. The chef expects Section III team members to lead prep list making, ordering to specification and leading sections I-II with direction. Practical grading takes place as do, FOUNDATIONS Accreditation Exam as the Senior Final exam.

Days 138-145 15-1 Special Events

Students prepare foods, including retail sandwiches, using fryer, griddle, slicer and knife skills.

Seniors create attractive, well organized presentations & practice portion control/costing with ingredients

Brigade members write a table map, showing placement of foods for buffet events and explain why the foods are organized for ease of service and appeal.

This unit will rely on seniors for catering prep and service.

Days 146-153 16-1 FOUNDATIONS Chapter 15-“Salads Dressings and Dips”s

Students recall previous concerns with salad prep. Chef reminds students of contamination issues with cold foods and aids in summarizing text data. Seniors select, clean and cut or tear 6 popular lettuces and accompaniments Brigades may assemble bulk salads with a variety of properly sized greens while discovering new salad varieties used in menus.

Dressings like hot bacon and fruit based dressings are created with oil/vinegar and mayonnaise based dressings.

Students complete dips, sauces, and glazes for appetizers and prepare dip accompaniments including fruit, vegetables and crostini

Days 154-156 16-2 FOUNDATIONS Chapter 21 “Front of the House Basics”

In their final chapter seniors summarize employee and management positions that make up the “Front-of House” team. They contrast and compare their school brigade activity with text descriptions. In prep for exam, students list primary responsibilities of staff members, practice resolving FOH issues with guests, FOH team members and kitchen (Back of House).

Students also handle service trays, plates, table settings and glassware for guest use and discover the stations of a modern “Front of House” in a restaurant. Students will serve others in special events.

Days 157-158 16-3 FOUNDATIONS End of Year Review

Students complete a review of FOUNDATIONS in preparation for their accreditation exam from the National Restaurant Association.

Teacher highlights primary content for exam and students complete study notes

Students complete exam-grade test on accreditation exam.

Day 159-164 7-1 Boardwalk Week

Seniors experience their last Boardwalk Week and prepare for the reality of post high school employment. Chef aids students in researching job opportunities on the local shore beaches. Students recall boardwalk favorites and aid students on grills with preparations for fellow students and staff.

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 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, Notebook maintenance and participation in all graded activities

Resources:

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