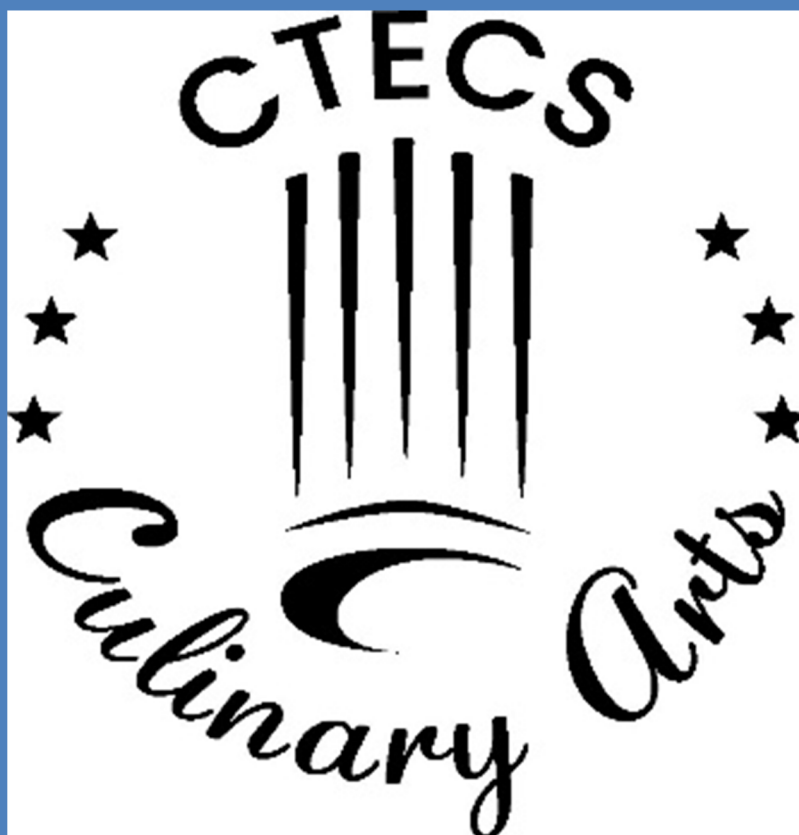


CTECS' CULINARY CURRICULUM GRADES 9-12



Vision of a Graduate	3
CTECS Instructional Model	5
Curriculum Introduction	6
Curriculum Components	6
Culinary Philosophy	8
Culinary - Course Map	8
Priority Standard 9.1 Safety & Sanitation	10
Priority Standard 9.2 Career Opportunities.....	13
Priority Standard 9.3 Weights, Measures & Standardized Recipes	15
Priority Standard 9.4 Equipment & Tool Identification.....	18
Priority Standard 9.5 Knife Skills & Mise en Place.....	20
Priority Standard 9.6 Vision of a Graduate (Effective Communicator)	22
Priority Standard 9.7 Basic Baking.....	24
Priority Standard 9.8 Fruit & Vegetable Preparation.....	28
Priority Standard 9.9 Sandwich Making.....	30
Priority Standard 9.10 - Salad Making.....	4
Priority Standard 10.1 Food Handler Certification	6
Priority Standard 10.2 Seasonings and Flavorings.....	9
Priority Standard 10.3 Stocks, Soups and Sauces	11
Priority Standard 10.4 Cooking Techniques (Principles of Food Preparation)	5
Priority Standard 10.5 Vision of a Graduate - Respectful & Skilled Socially.....	9
Priority Standard 10.6 Principles of Baking	11
Priority Standard 10.7 Breakfast Cookery & Cheese Identification	15
Priority Standard 11.1 Kitchen Organization.....	19
Priority Standard 11.2 Restaurant Server.....	22
Priority Standard 11.3 (a) Poultry ID & Fabrication.....	28
Priority Standard 11.3 (b) Meat ID & Fabrication	31
Priority Standard - 11.3 (c) Seafood ID & Fabrication.....	4
Priority Standard 11.4 Icing Artistry & Plated Desserts.....	8
Priority Standard 11.5 Vision of a Graduate- Problem Solving, Critical Thinking	12
Priority Standard 11.6 Careers and College Exploration	14
Priority Standard 11.7 Garde Manger.....	16
Priority Standard 11.8 Food Protection Manager Certification (ANSI)	18
Priority Standard 12.1 Food Allergen Certification.....	22
Priority Standard 12.2 International Cuisine	25

CTECS' Culinary Arts Curriculum

2

Priority Standard 12.3 Menu Development and Nutrition.....	26
Priority Standard 12.4 Cost Controls	29
Priority Standard 12.5 Careers and College Exploration	31
Priority Standard 12.6 Vision of a Graduate: Work Ready / Networking	34
Priority Standard 12.7 Restaurant Management.....	37
Priority Standard 12.8 SCAP Capstone Project.....	39
Priority Standard 12.9 Entrepreneurship	41

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut’s workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

<h3>A Problem Solver</h3> <p><i>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.</i></p> <ul style="list-style-type: none"> → Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions. → Facilitate group discussions and collaborative projects. → Use real-world scenarios and hands-on activities. → Highlight the importance of effort, persistence, and continuous learning. → Provide regular feedback and encourage reflection. 	<h3>Work Ready</h3> <p><i>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.</i></p> <ul style="list-style-type: none"> → Set high standards for punctuality, responsibility, professionalism, and task completion. → Use project-based learning and collaborative assignments. → Emphasize clear written and verbal communication. → Offer practical exercises like mock interviews and resume workshops. → Integrate technology and teach digital literacy.
<h3>Respectful</h3> <p><i>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.</i></p> <ul style="list-style-type: none"> → Demonstrate personal, interpersonal, and professional skills. → Show respect for diversity. → Model respect through active listening and empathy. → Set clear expectations for respectful interactions. → Promote collaboration and group discussions. → Celebrate respectful behavior. → Address disrespect promptly and constructively. 	<h3>Skilled Socially</h3> <p><i>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.</i></p> <ul style="list-style-type: none"> → Show awareness of global responsibility to others and the environment. → Participate in community involvement. → Design cooperative group projects and team activities → Set expectations for respect and give regular feedback. → Facilitate discussions on inclusivity, kindness, and respect. → Model positive interactions and recognize strong social skills.
<h3>A Critical Thinker</h3> <p><i>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.</i></p> <ul style="list-style-type: none"> → Encourage critical thinking individually and collaboratively. → Design lessons that challenge assumptions and explore diverse viewpoints. → Use open-ended questions, rigorous activities, and cross-curricular projects. → Integrate project-based learning and real-world problem-solving. → Offer reflective opportunities like journaling and discussions. → Cultivate an environment that values curiosity and inquiry. 	<h3>An Effective Communicator</h3> <p><i>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.</i></p> <ul style="list-style-type: none"> → Communicate effectively using oral, written, visual, artistic, and technical modes. → Include group discussions, presentations, and peer reviews. → Promote active listening and thoughtful responses. → Offer clear guidelines and constructive feedback. → Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this trade program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS technical programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to District Summative Assessments (DSAs)
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Identify required safety, industry, and technical content expectations
- Plan and implement formative assessments to monitor progress and guide instruction
- Prepare students for the District Summative Assessments, ensuring alignment with the Course Map
- Maintain consistency of technical and professional practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs, cycle schedules, and industry-based opportunities, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the trade program. They reflect the core technical competencies, safety practices, and industry-aligned skills that require the greatest instructional focus and appear on program assessments. In CTE programs, each Priority Standard also functions as a Unit of Study, because it includes

the required components such as big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress from grade to grade within the trade program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in trade-specific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, technical precision, and industry communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include tools, equipment, texts, materials, and digital tools that support learning within each unit and reflect industry standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes District Summative Assessments (DSAs), which measure proficiency on the Priority Standards identified in the Course Map. DSAs provide consistent evidence of student learning across campuses and ensure alignment to industry expectations, safety requirements, and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the DSA.

Culinary Philosophy

The CTECS Culinary Arts Program develops skilled, professional, and career-ready culinary students through rigorous, hands-on learning that reflects industry and college-level expectations. Students build technical expertise, leadership, problem-solving, and communication skills while applying academic concepts such as culinary math, nutrition, and cost control in real-world kitchen environments.

Aligned with **CT State Community College standards**, the program prepares students for both employment and post-secondary success through performance-based learning, industry certifications, and authentic foodservice experiences. Upon graduation, students have the opportunity to earn **10 college credits through CT State Community College**, creating a direct pathway to advanced education and culinary careers.

The program's goal is to graduate confident, reflective, and work-ready professionals prepared to succeed in the hospitality industry and beyond.

Culinary - Course Map

Grade 9 - Semester 1 & 2 DSA

[Priority Standard 9.1 Safety & Sanitation](#)

[Priority Standard 9.2 Career Opportunities](#)

[Priority Standard 9.3 Weights, Measures & Standardized Recipes](#)

[Priority Standard 9.4 Equipment & Tool Identification](#)

[Priority Standard 9.5 Knife Skills & Mise en Place](#)

[Priority Standard 9.6 Vision of a Graduate \(Effective Communicator\)](#)

[Priority Standard 9.7 Basic Baking](#)

[Priority Standard 9.8 Fruit & Vegetable Preparation](#)

[Priority Standard 9.9 Sandwich Making](#)

[Priority Standard 9.10 - Salad Making](#)

Grade 10 - Semester 1 DSA (Principles of Food Preparation)

[Priority Standard 10.1 Food Handler Certification](#)

[Priority Standard 10.2 Seasonings and Flavorings](#)

[Priority Standard 10.3 Stocks, Soups and Sauces](#)

[Priority Standard 10.4 Cooking Techniques](#)

Grade 10 - Semester 2 DSA (Principles of Baking)

[Priority Standard 10.5 Vision of a Graduate - Respectful & Skilled Socially](#)

[Priority Standard 10.6 Principles of Baking](#)

[Priority Standard 10.7 Breakfast Cookery & Cheese Identification](#)

Grade 11 - Semester 1 DSA

[Priority Standard 11.1 Kitchen Organization](#)

[Priority Standard 11.2 Restaurant Server](#)

[Priority Standard 11.3 \(a\) Poultry ID & Fabrication](#)

[Priority Standard 11.3 \(b\) Meat ID & Fabrication](#)

[Priority Standard - 11.3 \(c\) Seafood ID & Fabrication](#)

Grade 11 - Semester 2 DSA

[Priority Standard 11. 4 Icing Artistry & Plated Desserts](#)

[Priority Standard 11.5 Vision of a Graduate- Problem Solving, Critical Thinking](#)

[Priority Standard 11.6 Careers and College Exploration](#)

[Priority Standard 11.7 Garde Manger](#)

[Priority Standard 11.8 Food Protection Manager Certification \(ANSI\)](#)

Grade 12 - Semester 1 DSA

[Priority Standard 12.1 Food Allergen Certification](#)

[Priority Standard 12.2 International Cuisine](#)

[Priority Standard 12.3 Menu Development and Nutrition](#)

[Priority Standard 12.4 Cost Controls](#)

[Priority Standard 12.5 Careers and College Exploration](#)

Grade 12 - Semester 2 DSA

[Priority Standard 12.6 Vision of a Graduate: Work Ready / Networking](#)

[Priority Standard 12.7 Restaurant Management](#)

[Priority Standard 12.8 SCAP Capstone Project](#)

[Priority Standard 12.9 Entrepreneurship](#)

* See District Summative Assessment (DSA) exam outline for specific breakdown by substandard and learning objectives.

Priority Standard 9.1 Safety & Sanitation

Priority Standard 9.1 - Safety & Sanitation	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Food safety systems protect public health and build consumer trust in the hospitality industry. 2. Professional kitchen safety habits create efficient, respectful, and career-ready culinary environments. 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why does one employee's unsafe behavior affect an entire kitchen operation? 2. How do sanitation practices impact customer confidence and restaurant reputation? 3. What scientific principles explain bacterial growth and foodborne illness? 4. How can culinary professionals create a workplace culture focused on safety and accountability? 	
<p>Vocabulary Presentation</p> <ol style="list-style-type: none"> 1. Cross Contamination 2. Pathogens 3. Hazard 4. Food Handler 5. Hygiene 6. Cleaning 7. Sanitizing 8. Restrain 9. Time Temperature Abuse 10. First Aid 	
<p>Glossary Culinary Vocabulary</p>	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>9.1.1 Fire safety</p>	<ul style="list-style-type: none"> ● Describe 5 classes of fires and processes for distinguishing each. <ul style="list-style-type: none"> ○ A,B,C,D,K ● Describe practices for preventing fires ● Identify location of fire extinguisher and fire-retardant blanket ● Describe procedure for using fire extinguisher and Ansul system to extinguish fires ● Identify location of Ansul System

<p>9.1.2 Safe Workplace</p>	<ul style="list-style-type: none"> ● Show understanding of shop rules on a written safety assessment/social contract ● Demonstrate knowledge of safe equipment use and sign off on safety sheets <ul style="list-style-type: none"> ○ Slicer ○ Food processor ○ Mixer ○ Knife ● Demonstrative Chemical Safety knowledge and sign off on Chemical Safety sheet. <ul style="list-style-type: none"> ○ Safety Data Sheets (SDS) Binder - location, contents & use ○ Storage - location, contents & use ○ Proper use - Identify proper use for shop chemicals and use of Personal Protective Equipment (PPE) ● Describe common kitchen injuries & PPEs <ul style="list-style-type: none"> ○ Slip/Trip & Fall - nonslip shoes ○ Cuts - technique & cut resistant glove ○ Burns - chef jacket & dry towel ○ Back Strains - lifting technique ● Explain procedures following an accident including basic first aid and prevention of bodily fluid contamination ● Demonstrate safety drill procedures
<p>9.1.3 Personal Hygiene</p>	<ul style="list-style-type: none"> ● Describe the risks of poor personal hygiene and handwashing technique ● Demonstrate wearing proper uniform including hair restraint ● Practice proper grooming/bathing <ul style="list-style-type: none"> ○ Fingernails ● Demonstrate correct glove use <ul style="list-style-type: none"> ○ When to wear them, when to change them ● Demonstrate correct handwashing procedure

<p>9.1.4 Sanitation Procedures</p>	<ul style="list-style-type: none"> ● Demonstrate 5 steps to cleaning and sanitizing using red and green bucket system <ul style="list-style-type: none"> ○ Correctly check sanitizer solution concentration ● Perform proper set up and use of 3 bay sink <ul style="list-style-type: none"> ○ Wash, Rinse, Sanitize ○ Water temps ○ Sanitation contact time ● Perform proper set up and use of dish machine ● Identify differences between waste & recyclable material. ● Properly dispose of waste & recyclable material ● Demonstrate floor cleanliness procedures <ul style="list-style-type: none"> ○ Keeping area free of clutter ○ Correct broom use ○ Correct mop bucket use
------------------------------------	--

VOG Reflection Questions:

1. How did your actions today contribute to maintaining a safe and sanitary kitchen environment?
2. Describe a situation where you demonstrated responsibility and professionalism while following sanitation procedures.
3. Why is teamwork important when preventing food safety hazards in a commercial kitchen?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> ● District Summative Assessment ● Role Play work ready scenarios ● Proficiency Scale self-evaluation
---	--

Resources:

- Always Food Safe Sanitation Videos
- Culinary Webpage Vocabulary Presentations
- Culinary Essentials Textbook and Math Skills worksheet
- Culinary YouTube videos
- Department of Labor – Skills to Pay Bills videos and lesson Plans
- Marzano Compendium for Direct Instruction & Lesson Planning

Video Resource	Length	Purpose
<i>Food Safety Basics – ServSafe</i>	8 min	Introduces contamination, hygiene, and temperature safety
<i>How Cross Contamination Happens – Always Food Safe</i>	6 min	Visual demonstration of contamination pathways
<i>How to Wash Hands Correctly – CDC</i>	3 min	Reinforces professional hygiene expectations
<i>Kitchen Fire Safety Demonstration – WebstaurantStore</i>	5 min	Demonstrates extinguisher classes and kitchen fire response

<i>The Danger Zone Explained</i> – Food Safety Education	4 min	Connects science concepts to temperature control
--	-------	--

Priority Standard 9.2 Career Opportunities

Priority Standard: 9.2 - Career Opportunities	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. The food service industry offers many challenging and rewarding career opportunities. 2. A combination of industry work experience, education and goal setting are the keys factors in achieving professional success. 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What personal characteristics will I need to succeed in the food service industry? 2. How do I get into cooking with no experience? 3. What effect will college have on my culinary career? 4. What careers can be in the culinary pathway lead to? 	
<p>Vocabulary Presentation:</p> <ol style="list-style-type: none"> 1. Kitchen brigade 2. Entry-Level 3. Internship 4. Cross-Train 5. Line Cooks/Station Cooks 6. Career 7. Employability 8. Work Ethic 9. Post-Secondary 10. "Soft Skills" 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>9.2.1 Job Opportunities</p>	<ul style="list-style-type: none"> ● List career opportunities in the food service field <ul style="list-style-type: none"> ○ Caterer ○ Catering and Banquets Manager ○ Executive Chef ○ Food and Beverage Manager ○ General Manager ○ Kitchen Manager ○ Maître d' ○ Restaurant Owner ○ Services Manager Entry Level Positions <ul style="list-style-type: none"> ○ Banquet Server ○ Banquet Set-Up Employee ○ Bus Person ○ Counter Server ○ Host ○ Line Cook, Prep Cook, Pantry cook

	<ul style="list-style-type: none"> ○ Restaurant Server ● Describe employment requirements for various food service jobs <ul style="list-style-type: none"> ○ Education ○ Prior experience ● Relate skills & characteristic necessary to succeed in food service <ul style="list-style-type: none"> ○ Work ethic & Endurance ○ Communication & Customer Service ○ Respectful & Positive Attitude ○ Problem Solving / Critical Thinking
<p>9.2.2 Post-secondary education</p>	<ul style="list-style-type: none"> ● Recalling post-secondary schools <ul style="list-style-type: none"> ○ NEASC Accredited colleges ○ PACT Community college degree programs (Manchester & Gateway) \$FREE\$ ○ Johnson & Wales ○ Culinary Institute of America ● Define the term post-secondary education and its effect on career opportunities <ul style="list-style-type: none"> ○ Studies show those with a degree earn higher ● Describe entry level employment opportunities <ul style="list-style-type: none"> ○ WBL ○ On the job training
<p>9.2.3 Culinary History</p>	<ul style="list-style-type: none"> ● Identify Auguste Escoffier and his influence on Culinary Arts ● Define and discuss the Brigade system <ul style="list-style-type: none"> ○ How has the brigade evolved? ● Describe the advantage of being cross trained on a variety of kitchen skills
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. Which culinary career interests you most and why? 2. What employability skills do you currently demonstrate well, and which do you need to improve? 3. How can culinary education help prepare you for future career success? 	
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Tests

- Vocabulary Quiz
- VOG Writing Reflection
- Unit Math Worksheet

- DSA

Resources: Culinary Essentials chapters 3,4

Video Resource	Length	Purpose
<i>A Day in the Life of a Chef</i> – Culinary Institute of America	9 min	Introducing culinary career pathways
<i>Hospitality Careers Explained</i> – National Restaurant Association	7 min	Explores FOH and BOH opportunities
<i>Soft Skills in the Workplace</i> – Department of Labor	6 min	Reinforces employability skills
<i>What Is the Brigade System?</i> – Rouxbe	5 min	Explains kitchen organization
<i>Johnson & Wales Culinary Programs</i> – JWU	8 min	Introduction of post-secondary opportunities

Priority Standard 9.3 Weights, Measures & Standardized Recipes

Priority Standard 9.3 - Weights, Measures & Standardized Recipes

Big Idea(s):

1. Precision in culinary math ensures consistency, profitability, and quality control in foodservice operations.
2. Standardized recipes are communication tools that allow kitchens to operate efficiently and consistently.

Essential Questions:

1. How does inaccurate measurement impact food quality and restaurant profits?
2. Why is culinary math essential in both baking and savory production?
3. How do professional kitchens maintain consistency when preparing food for large parties?
4. In what ways do recipe conversions support catering, restaurants, and production kitchens?

Vocabulary Presentation :

1. Recipe
2. Yield
3. Quantity
4. Portion size
5. Standardized recipe
6. Preparation procedure
7. Quality control
8. Formula
9. Product name
10. Ingredient list
11. Baker's percentage

Glossary [Culinary Vocabulary](#)

Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.3.1 Weights and Measures	<ul style="list-style-type: none"> ● Define weight and volume on a written assessment ● List common measurement abbreviations and their meaning on a written assessment <ul style="list-style-type: none"> ○ T, tbl ○ t, tsp ○ C ○ Pt ○ Qt ○ #, lb ○ etc.... ● Determine weight & volume equivalents <ul style="list-style-type: none"> ○ Pint's a pound the world around ○ Gallon man
9.3.2 Measuring & Scaling	<ul style="list-style-type: none"> ● Identify & demonstrate use of a balance scale <ul style="list-style-type: none"> ○ Set up & balance ● Identify & demonstrate use of a portion scale (digital & spring) <ul style="list-style-type: none"> ○ Taring ● Identify & demonstrate use of dry volume measuring equipment <ul style="list-style-type: none"> ○ Measuring cups & spoons ○ Spoon don't scoop ○ Leveling ● Identify & demonstrate use of liquid volume measuring <ul style="list-style-type: none"> ○ Measuring cups (glass/plastic) & spoons ○ Leveling on a table
9.3.3 Standardized Recipes	<ul style="list-style-type: none"> ● Identify & define the parts of a recipe ● Compare and contrast the difference between a recipe, standardized recipe and a formula

	<ul style="list-style-type: none"> ● Demonstrate proficiency of adding, subtracting, and multiplying various units of measure ● Demonstrate proficiency in converting various units of measure to the lowest common denominator. (i.e. 16T = 8ozs.) ● Demonstrate proficiency on converting a written recipe <ul style="list-style-type: none"> ○ Find recipe conversion factor (RCF) ○ Converting based on desired yield ○ Converting based on available product ● Explain why and where there is a need for convenience, value added, further processed or par-cooked food items
--	--

<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How does accuracy in culinary math impact food quality and customer satisfaction? 2. Describe how recipe conversions require critical thinking and problem solving. 3. Why is consistency important in a professional kitchen?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Tests ● DSA
---	---

Resources: Culinary Essentials chapter 13		
Video Resource	Length	Purpose
<i>Kitchen Math & Recipe Conversion</i> – Culinary Institute of America	10 min	Demonstrates scaling recipes
<i>How to Measure Ingredients Properly</i> – King Arthur Baking	7 min	Reinforces dry vs liquid measuring techniques
<i>Baker’s Percentages Explained</i> – ChainBaker	12 min	Introduces bakery math concepts
<i>Understanding Standardized Recipes</i> – ProStart	6 min	Shows industry applications
<i>Fractions in the Kitchen</i> – Khan Academy	9 min	Connects academic math to culinary practice

Priority Standard 9.4 Equipment & Tool Identification

<p>Priority Standard 9.4 - Equipment & Tool Identification Students will be able to identify and model proper use of kitchen equipment and tools during daily production.</p>	
<p>Big Idea(s): 1. Choosing the correct tool or equipment for the task will provide a more efficient workflow.</p>	
<p>Essential Questions: 1. What is the difference between commercial and residential kitchen equipment? 2. How important is it to have the right equipment at each station for efficiency?</p>	
<p>Vocabulary Presentation : Glossary Culinary Vocabulary</p> <ol style="list-style-type: none"> 1. work station 2. work section 3. workflow 4. cooking line 5. work simplification 6. range of motion 7. dolly 8. lowboy 9. pilot light 10. steam table 11. bain marie 12. proofing/holding cabinet 	
<p>Learning Outcomes</p>	
<p><i>Students will know:</i></p>	<p><i>As evidenced by: (oral, written, or performance)</i></p>
<p>9.4.1 Portion control</p>	<ul style="list-style-type: none"> ● Define in writing the term portion size and its importance in the food service industry ● List names of commonly used steam table pans in a Photo ID written assessment ● List the various size portion scoops and spoons on a photo ID style written assessment ● Demonstrate ability to utilize portion scoops and spoons accurately during daily production (Assessed by instructor observation)

<p>9.4.2 Equipment Identification</p>	<ul style="list-style-type: none"> ● Identify & properly use various smallware. <ul style="list-style-type: none"> ○ Pots and pans ○ Spoons ○ Strainers ○ Etc... ● Identify & properly use various pieces of large equipment <ul style="list-style-type: none"> ○ Steamer ○ Steam kettle, ○ Convection and conventional ovens ○ Griddle ○ Broiler ○ Fryer ○ etc...
---------------------------------------	---

VOG Reflection Questions:

1. How does using the correct equipment improve kitchen efficiency and safety?
2. Describe a time you had to learn a new piece of equipment or tool.
3. Why is proper equipment use important in a professional workplace?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet Daily Reflection 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Tests ● 9.4 Prep & Cooking Equipment ID ● DSA
--	--

Resources: Culinary Essentials chapter 9,10.2

Video Resource	Length	Purpose
<i>Commercial Kitchen Equipment Basics</i> – WebstaurantStore	9 min	Identifies large equipment
<i>Kitchen Smallwares Guide</i> – Chef Depot	6 min	Reinforces tool identification
<i>How to Use a Commercial Mixer Safely</i> – Hobart	5 min	Demonstrates mixer safety
<i>Steam Table & Holding Equipment</i> – ProStart	7 min	Explains hot holding equipment
<i>Commercial vs Residential Kitchens</i> – Restaurant School	8 min	Compares kitchen environments

Priority Standard 9.5 Knife Skills & Mise en Place

<p>Priority Standard 9.5 - Knife Skills & Mise en Place Students will be able to model and apply appropriate knife cuts during production mise en place.</p>	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Knife skills combine safety, precision, efficiency, and craftsmanship in professional food preparation. 2. Mise en place develops organization, time management, and professional workflow habits. 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do proper knife skills improve kitchen safety and food quality? 2. Why is mise en place considered the foundation of professional cooking? 3. How does organization affect speed and productivity in a commercial kitchen? 4. <input type="checkbox"/> How can preparation habits reduce stress and mistakes during service? 	
<p>Vocabulary Presentation: Glossary Culinary Vocabulary</p> <ol style="list-style-type: none"> 1. stainless steel 2. Carbon Steel 3. tang 4. rivet 5. bolster 6. serrated 7. pare 8. whetstone 9. trueing 10. Forged 11. Stamped 12. Mise en Place 13. Organization 14. Plan of work 	
<p>Learning Outcomes</p>	
<p><i>Students will know:</i></p>	<p><i>As evidenced by: (oral, written, or performance)</i></p>
<p>9.5.1 Knife Handling</p>	<ul style="list-style-type: none"> ● Identify and describe the function of a variety of knives ● Identify the parts of a knife ● Demonstrate how to carry, clean, and store knives <ul style="list-style-type: none"> ○ Tip facing down by side ○ No knives left in the pot sink ○ Clean your own knives ○ Passing knives to others ● Model proper knife grip during daily production <ul style="list-style-type: none"> ○ Pinching the blade ○ Tip to table ○ Claw grip ○ Rocking the blade while sliding

	<ul style="list-style-type: none"> ● Demonstrate ability to anchor a cutting board ● Sign off on Knife Safety Demonstration
<p>9.5.2 Knife Sharpening</p>	<ul style="list-style-type: none"> ● Demonstrate sharpening knives proficiently <ul style="list-style-type: none"> ○ Set up whetstone ○ 20 degrees ○ Smooth pressure & movement ● Demonstrate correct procedure for truing a French knife <ul style="list-style-type: none"> ○ Safely holding a steel ○ 20 degrees ○ Smooth motion
<p>9.5.3 Knife Cuts</p>	<ul style="list-style-type: none"> ● Show ability to cut various vegetables using classic knife cuts <ul style="list-style-type: none"> ○ Batonnet ○ Julienne ○ Paysanne ○ Brunoise ○ Small, medium, and large dice ○ Onion dice
<p>9.5.4 Mise-en-Place</p>	<ul style="list-style-type: none"> ● Interpret the term and use it in the proper context, a planning and organizational process <ul style="list-style-type: none"> ○ Defined “as put in place”, it includes gathering all raw materials, including food, equipment and tools required for your station ● Demonstrate this concept through the planning, organizing, prioritizing, sequencing, and simplifying of an assignment through a series of smaller related tasks ● Discuss “Plan of Work” document as an organizational and time management guide to independent food production. <ul style="list-style-type: none"> ○ Proper equipment for the job ○ Work sequencing ○ Time management ○ Organizational ○ Efficiencies & Routines ○ Reflection & Insights

VOG Reflection Questions:

1. How did mise en place help you stay organized and efficient during production?
2. Describe how your knife skills improved through practice and repetition.
3. Why is preparation and organization important in both culinary and real-world situations?

Common Formative Assessments

- Unit Assessment
 - Vocabulary Quiz
 - VOG Writing Reflection
 - Unit Math Worksheet Quiz
- [Mise En Place : Vocabulary](#)

Common Summative Assessment

- Unit Tests
- DSA



Resources:

- Reading [Mise En Place.pdf](#)
 Presentation [Mise En Place : Vocabulary](#)
 Knife skills intro video
 The Only Knife Skills Guide You Need
 YouTube video • 5 minutes

Video Resource	Length	Purpose
<i>The Only Knife Skills Guide You Need</i> – Epicurious	5 min	Demonstrates foundational cuts
<i>Knife Skills Every Cook Should Know</i> – Tasty	8 min	Student-friendly visual reinforcement
<i>Mise en Place Explained</i> – ChefSteps	7 min	Explains organizational systems
<i>How to Sharpen a Chef Knife</i> – Korin Knives	11 min	Demonstrates proper sharpening
<i>Professional Kitchen Prep Workflow</i> – Bon Appétit	9 min	Connects mise en place to restaurant production

Priority Standard 9.6 Vision of a Graduate (Effective Communicator)

Priority Standard – 9.6 Vision of a Graduate (Effective Communicator)
 Demonstrate professional communication skills while working with diversified teams.

Big Idea(s):

1. Communication in the workplace is important because it boosts employee morale, engagement, productivity, and satisfaction. Communication is also key for better team collaboration and cooperation.

Essential Questions:

1. How do communication skills help you to be “work ready”?
2. What does professional communication look like and how does it impact business?
3. How can an effective communicator become a good employee or manager?

Vocabulary

1. active listening
2. distraction
3. work ethic
4. responsibility
5. flexibility
6. honesty
7. reliable
8. teamwork
9. commitment
10. leadership
11. resource
12. prioritize

Glossary [Culinary Vocabulary](#)

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.6.1 Work Ready Skills Professional communication	<ul style="list-style-type: none"> ● Demonstrate ability to communicate professionally & effectively <ul style="list-style-type: none"> ○ Read the room ○ Use of slang ○ Smile while speaking ○ Speak clearly ○ Eye contact ○ Use industry language

VOG Reflection Questions:

1. Describe a time you communicated effectively with a teammate during production.
2. How can strong communication skills improve teamwork and customer service?
3. What communication skill would you like to improve and why?

Common Formative Assessments <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet 	Common Summative Assessments Semester 2 DSA
--	--

Resources: U. S. Department of Labor - Skills to Pay the Bills [Communication](#) [Video](#)

Resource	Length	Purpose
<i>Communication Skills at Work</i> – Skills to Pay the Bills	7 min	Reinforces workplace communication and employability skills
<i>Active Listening Explained</i> – TED-Ed	5 min	Demonstrates the importance of listening skills in teamwork

<i>Professional Communication in Hospitality</i> – National Restaurant Association	8 min	Connects communication skills to restaurant operations
<i>Body Language and First Impressions</i> – Indeed Career Guide	5 min	Reinforces nonverbal communication awareness
<i>How to Speak Professionally</i> – Toastmasters International	6 min	Builds verbal communication confidence and clarity
<i>Teamwork in Fast-Paced Kitchens</i> – Bon Appétit	7 min	Demonstrates communication during production and service
<i>Conflict Resolution in the Workplace</i> – LinkedIn Learning	8 min	Reinforces respectful problem solving and collaboration
<i>Customer Service Communication Skills</i> – Disney Institute	9 min	Connects communication to guest satisfaction
<i>Communication Under Pressure</i> – ProStart	6 min	Demonstrates effective communication during busy service periods
<i>Leadership Through Communication</i> – Simon Sinek	8 min	Reinforces leadership and workplace culture

Priority Standard 9.7 Basic Baking

Goal 9.7 - Basic Baking
<p>Big Idea(s):</p> <ol style="list-style-type: none"> Baking is both a science and an art that requires precision, creativity, and consistency. Understanding ingredient functions helps bakers troubleshoot and improve finished products.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> Why does baking require more precision than many savory cooking methods? How do ingredients chemically interact during the baking process? How can bakers evaluate and troubleshoot product quality? What career pathways exist within baking and pastry arts?
<p>Vocabulary Presentation:</p> <ol style="list-style-type: none"> Scaling Stack oven Convection oven Springform pan Tart pan Mold/Ring Gluten-Bread/Pastry/Cake/AP Flour Staling Shortening- Solid/Liquid Leavening agent- Baking soda, Baking powder & Yeast Fermentation, Starter, Proofing Dough vs Batter

- 12. Mixing Methods - Beat, Blend, Cream, Cut in, Fold, Knead, Sift, Stir, Whip
- 13. Hard/ Soft/ Rich lean doughs/ Crust & Crumb Texture
- 14. Rolled-in fat yeast dough

Glossary [Culinary Vocabulary](#)

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

9.7.1 Bakeshop Equipment ID, Safety Sanitation

- Identify and use common baking equipment and tools
 - Mixers
 - Sheeter
 - Proofing cabinets
 - Deck Oven
 - Convection Oven
 - Reel Oven
 - Pans, Molds and Rings
 - Pastry Bags, Brushes, Cutters
 - Bench Scraper
 - Rolling Pin
- Demonstrate the ability to select, properly handle, operate, clean and assemble all equipment using a written scoring rubric.
- Using the above list of bakery smallwares, cite a use for each.

9.7.2 Bakeshop Ingredients:

- Identify the basic ingredients used in bakery applications
 - Flour
 - Sugar
 - Eggs
 - Leavners
 - Liquids
 - Flavorings/Extracts
 - Fats
- Compare and contrast the different types of flours
- Compare and contrast the different types of Sugars
- Compare and contrast the different types of leaveners
- Compare and contrast the different types of fats

9.7.2 Basic Baking Principles and Mixing Methods

- Accurately scale ingredients in a bakeshop for daily production.
 - Bakers Balance Scale
 - Measured by weight

	<ul style="list-style-type: none"> ○ The Baker's Percentage ● Describe and demonstrate the following mixing methods <ul style="list-style-type: none"> ○ Blending ○ Creaming ○ Cut In ○ Kneading
<p>9.7.3 Quick Breads</p>	<ul style="list-style-type: none"> ● Prepare a variety of quick breads using each mixing method <ul style="list-style-type: none"> ○ Biscuit Method ○ Blending Method ○ Creaming Method ● (See Bakery Skills Wallchart) for tracking purposes. ● Students will evaluate and troubleshoot biscuits prepared after this lesson <ul style="list-style-type: none"> ○ Appearance ○ Color ○ Texture ○ Flavor
<p>9.7.4 Cookies</p>	<ul style="list-style-type: none"> ● List and discuss seven basic types of cookies. <ol style="list-style-type: none"> 1. Drop Cookies 2. Rolled or cutout cookies 3. Filled Cookies 4. Cookie Bars 5. Molded 6. Pressed Cookies 7. No-bake Cookies ● Prepare various cookie dough and the three basic mixing methods to prepare them (one stage, creaming method and sponge)

<p>9.7.5 Introduction to Yeast Breads</p>	<ul style="list-style-type: none"> ● Identify and discuss the Twelve Steps of Yeast Dough Preparation <ul style="list-style-type: none"> ○ Scaling ○ Mixing and Kneading ○ Fermentation ○ Dividing Dough ○ Rounding Dough ○ Bench Rest ○ Shaping Dough ○ Panning Dough ○ Final Proofing ○ Baking Dough ○ Cooling Dough ○ Packaging Dough ● Demonstrate a yeast bread using the Straight Dough Mixing Method
---	---

<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How does precision impact success in baking? 2. Describe a baking challenge you faced and how you solved it. 3. Why is teamwork and timing important in bakery production?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Tests ● DSA
---	---

<p>Resources: Culinary Essentials chapter 26, 27, 28, 29</p>
--

Video Resource	Length	Purpose
<i>The Science of Baking</i> – TED-Ed	5 min	Explains baking chemistry
<i>12 Steps of Bread Production</i> – BakelInfo	9 min	Reinforces yeast bread procedures
<i>Mixing Methods Explained</i> – King Arthur Baking	11 min	Demonstrates creaming, biscuit, and muffin methods
<i>How Gluten Works</i> – FoodCrumbles	8 min	Explains structure development
<i>Professional Bread Baking Basics</i> – CIA	14 min	Connects classroom skills to industry

Priority Standard 9.8 Fruit & Vegetable Preparation

Priority Standard 9.8 – Fruit & Vegetable Preparation	
Big Idea(s): 1. Fresh fruit and vegetables provide an important source of nutrition in a balanced diet.	
Essential Question(s): 1. What is the role of fruits and vegetables in a well-balanced diet? 2. When menu writing, how does seasonality affect fruit and vegetable selections? 3. How do starches differ from vegetables nutritionally?	
Vocabulary Presentation: 1. Seasonal 2. Ripen 3. Drupe 4. Pome 5. Ethylene gas 6. Mealy/Waxy (potato) 7. Phytochemicals 8. Fruit vegetable 9. Alkaline 10. Acidic 11. Flavonoid 12. Carotenoid 13. Chlorophyll	
Glossary Culinary Vocabulary	
Learning Outcomes: <i>Students will be able to select and utilize fruit and vegetables for use in retail items.</i>	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.8.1 Fruits	<ul style="list-style-type: none"> ● Classify the eight categories of fruits and be able to identify/research some from each category. <ul style="list-style-type: none"> ○ Citrus fruits ○ Melons ○ Berries ○ Drupes ○ Pomes ○ Grapes ○ Tropical fruits ○ Exotic fruits ● Describe the different USDA grades of fruit ● List the proper storage procedures for the following fresh vegetables and tubers-

	<ul style="list-style-type: none"> ○ Cool dry place/refrigerator ○ Ethylene <ul style="list-style-type: none"> ● Identify a variety of available seasonal fruits.
<p>9.8.2 Vegetables</p>	<ul style="list-style-type: none"> ● Classify the eight categories of vegetables and be able to identify one from each category. <ul style="list-style-type: none"> ○ Squash ○ Roots ○ Seeds and pod ○ Cabbage ○ Stems/Stalks ○ Onion ○ Fruit ○ Leafy greens ● Describe the different USDA grades of vegetables ● Outline proper storage methods for vegetables and how ethylene gas can have an impact on how and where you store your vegetables. ● Identify a variety of available seasonal vegetables.
<p>9.8.3 Nutritional Value & Cooking</p>	<ul style="list-style-type: none"> ● Explain how the effects of improper cooking can result in loss on valuable nutrients ● Define proper ways to cook fruits and vegetables as to retain the most nutritional value <ul style="list-style-type: none"> ○ Dry cooking methods ○ Moist cooking methods ● Give examples nutritional value of fruits and vegetables <ul style="list-style-type: none"> ○ complex carbohydrates ○ Fiber ○ Starch ○ Sugars ○ Water ○ Vitamins ○ Minerals ● Define Phytochemicals and explain how they can reduce the risk of cancer and other diseases

VOG Reflection Questions:

1. How do fruits and vegetables contribute to a healthy lifestyle?
2. Describe how proper preparation techniques affect food quality and presentation.
3. Why is understanding seasonality important in culinary arts?

Common Formative Assessments

- Unit Assessment
- Vocabulary Quiz
- VOG Writing Reflection
- Unit Math Worksheet

Common Summative Assessments

- Unit Tests
- DSA

Resources: Culinary Essentials chapter 25.1, 25.2

Video Resource	Length	Purpose
<i>Fruit & Vegetable Cuts</i> – Rouxbe	8 min	Demonstrates proper cuts
<i>Seasonal Produce Guide</i> – USDA	6 min	Explains seasonality
<i>Nutritional Benefits of Vegetables</i> – TED-Ed	5 min	Connects nutrition and health
<i>How to Store Produce Properly</i> – Food Wishes	7 min	Reinforces storage techniques
<i>Vegetable Cooking Methods</i> – ProStart	9 min	Demonstrates preparation methods

VOG Reflection Questions:

- How do fruits and vegetables contribute to a healthy lifestyle?
- Describe how proper preparation techniques affect food quality and presentation.
- Why is understanding seasonality important in culinary arts?

Priority Standard 9.9 Sandwich Making

Priority Standard 9.9- Sandwich Making

Big Idea(s):

1. Sandwiches are the most popular lunch menu item in America.

Essential Questions:

1. Why are sandwiches so popular in almost all cultures and cuisines?
2. What are the key components to making a sandwich?

Vocabulary Presentation:

Component

1. Garnish
2. Variation
3. Open-Face
4. Club
5. Grilled
6. Accompaniment
7. Functional

Glossary Culinary Vocabulary	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.9.1 Hot and Cold Sandwiches	<ul style="list-style-type: none"> ● Recall the components of a sandwich <ul style="list-style-type: none"> ○ Base ○ Fillings ○ Spread ○ Garnish ● Categorize a variety of known sandwiches into each of the following <ul style="list-style-type: none"> ○ Open-faced sandwich ○ Closed faced sandwich ○ Wrap ○ Finger sandwich ○ Club sandwich ● Describe the characteristics of the 5 varieties of sandwiches <ul style="list-style-type: none"> ○ Components ○ Variations ○ Healthy alternatives ● Discuss the variety of breads used in hot and cold sandwich preparation <ul style="list-style-type: none"> ○ Appropriate bread/filling combinations ● Discuss the function and importance of various sandwich spreads and toppings <ul style="list-style-type: none"> ○ Mayonnaise ○ Mustards ○ Relishes ○ Vinaigrettes ● Discuss the importance of appropriate sides for both hot and cold sandwiches <ul style="list-style-type: none"> ○ Balance & nutrition ● Discuss and the importance for both appropriate and functional garnishes for hot and cold sandwiches <ul style="list-style-type: none"> ○ Edible
9.9.2 Sandwich Assembling	<ul style="list-style-type: none"> ● Select appropriate combinations of ingredients ● Demonstrate different sandwich making techniques

	<ul style="list-style-type: none"> ○ Small & large batches ○ ● Demonstrate how to assemble and cook a variety of hot sandwiches <ul style="list-style-type: none"> ○ Basic ○ Grilled ○ Open-faced ● Explain the importance of portion control as it applies to sandwich preparation <ul style="list-style-type: none"> ○ Slicer ○ Portion scale ○ Time-temp 																		
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How did you demonstrate creativity while preparing sandwiches? 2. Why is portion control important in sandwich production? 3. Describe how presentation impacts the customer dining experience. 																			
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Tests ● DSA 																		
<p>Resources: Culinary Essentials 19.1, 19.2</p>																			
<table border="1"> <thead> <tr> <th data-bbox="162 1165 885 1228">Video Resource</th> <th data-bbox="885 1165 1015 1228">Length</th> <th data-bbox="1015 1165 1534 1228">Purpose</th> </tr> </thead> <tbody> <tr> <td data-bbox="162 1249 885 1312"><i>How to Build the Perfect Sandwich – Tasty</i></td> <td data-bbox="885 1249 1015 1312">6 min</td> <td data-bbox="1015 1249 1534 1312">Demonstrates sandwich assembly</td> </tr> <tr> <td data-bbox="162 1333 885 1396"><i>Hot vs Cold Sandwiches – ProStart</i></td> <td data-bbox="885 1333 1015 1396">7 min</td> <td data-bbox="1015 1333 1534 1396">Explains sandwich classifications</td> </tr> <tr> <td data-bbox="162 1407 885 1449"><i>Knife Skills for Sandwich Prep – Epicurious</i></td> <td data-bbox="885 1407 1015 1449">5 min</td> <td data-bbox="1015 1407 1534 1449">Reinforces prep techniques</td> </tr> <tr> <td data-bbox="162 1459 885 1522"><i>Portion Control in Sandwich Production – National Restaurant Association</i></td> <td data-bbox="885 1459 1015 1522">8 min</td> <td data-bbox="1015 1459 1534 1522">Connects production and cost control</td> </tr> <tr> <td data-bbox="162 1543 885 1606"><i>Creative Sandwich Garnishes – ChefSteps</i></td> <td data-bbox="885 1543 1015 1606">6 min</td> <td data-bbox="1015 1543 1534 1606">Enhances presentation skills</td> </tr> </tbody> </table>		Video Resource	Length	Purpose	<i>How to Build the Perfect Sandwich – Tasty</i>	6 min	Demonstrates sandwich assembly	<i>Hot vs Cold Sandwiches – ProStart</i>	7 min	Explains sandwich classifications	<i>Knife Skills for Sandwich Prep – Epicurious</i>	5 min	Reinforces prep techniques	<i>Portion Control in Sandwich Production – National Restaurant Association</i>	8 min	Connects production and cost control	<i>Creative Sandwich Garnishes – ChefSteps</i>	6 min	Enhances presentation skills
Video Resource	Length	Purpose																	
<i>How to Build the Perfect Sandwich – Tasty</i>	6 min	Demonstrates sandwich assembly																	
<i>Hot vs Cold Sandwiches – ProStart</i>	7 min	Explains sandwich classifications																	
<i>Knife Skills for Sandwich Prep – Epicurious</i>	5 min	Reinforces prep techniques																	
<i>Portion Control in Sandwich Production – National Restaurant Association</i>	8 min	Connects production and cost control																	
<i>Creative Sandwich Garnishes – ChefSteps</i>	6 min	Enhances presentation skills																	

Priority Standard 9.10 - Salad Making

Priority Standard 9.10 - Salad Making	
Big Idea(s): 1. Salads made with a variety of fruits and vegetables make the perfect healthy lunch or dinner.	
Essential Questions: 1. What are the pros and cons to having salads on a menu? 2. How does seasonality affect salad ingredients?	
Vocabulary Presentation: Glossary Culinary Vocabulary 1. croutons (texture) 2. Cesar, Greek, Cobb, Nicoise 3. Composed salad 4. Bitter greens 5. Salad spinner 6. mesclun 7. vinaigrette 8. scorch	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.10.1 Greens	<ul style="list-style-type: none"> ● Identify and describe a variety of salad greens <ul style="list-style-type: none"> ○ Color ○ Texture ○ Flavor ● Demonstrate the proper cutting and cleaning techniques for salad greens. <ul style="list-style-type: none"> ○ Remove salad core ○ Cut or tear greens ○ Wash greens ○ Dry greens ● Discuss the proper storage techniques of salad greens for both immediate service and future usage.
9.10.2 Components	<ul style="list-style-type: none"> ● Identify and discuss the function of each component to any given salad: <ul style="list-style-type: none"> ○ Base ○ Body ○ Garnish ○ Dressing

<p>9.10.3 Types of Salads</p>	<ul style="list-style-type: none"> ● Discuss the various types of salads used in the food service industry: <ul style="list-style-type: none"> ○ Appetizer Salad ○ Entrée Salad ○ Accompaniment salad ○ Side Salad <p>Demonstrate one salad from each type and discuss the appropriate service time for each salad.</p>
<p>9.10.4 Ingredients</p>	<ul style="list-style-type: none"> ● Discuss the various vegetables used in salad preparation, both as body and garnish. <ul style="list-style-type: none"> ○ Peppers ○ Carrots ○ Tomatoes ○ Cucumbers ○ Onions ● Demonstrate how to properly cut and store vegetables for salad preparation.
<p>9.10.5 Emulsification</p>	<ul style="list-style-type: none"> ● Discuss the various types of oils and vinegars used in dressing preparation. <ul style="list-style-type: none"> ○ Ratio of Oil to vinegar, 3:1 ○ Use of seasoning ○ Mixing techniques ○ Mayonnaise based ○ Seasoning ○ Milk product ● Discuss and demonstrate how to prepare a vinaigrette dressing using the proper ratio of oil to vinegar. ● Discuss and demonstrate how to prepare an emulsified dressing.
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How can salads demonstrate creativity, nutrition, and presentation skills? 2. Describe how teamwork contributes to efficient salad production. 3. Why is balance important when creating a composed salad? 	
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet 	<p>Common Summative Assessment</p> <ul style="list-style-type: none"> ● Unit Tests ● DSA
<p>Resources: Culinary Essentials 18.2 Emulsion video/edpuzzle https://edpuzzle.com/assignments/5fb688dfc6019c4086578fb6/students</p>	

Video Resource	Length	Purpose
<i>How to Make Vinaigrette</i> – Bon Appétit	5 min	Demonstrates emulsification
<i>Salad Greens Identification</i> – ProStart	7 min	Reinforces ingredient recognition
<i>Composed Salad Techniques</i> – CIA	8 min	Demonstrates plating and balance
<i>Emulsions Explained</i> – TED-Ed	6 min	Connects food science concepts
<i>Restaurant Salad Presentation</i> – ChefSteps	9 min	Improve visual presentation

Priority Standard 10.1 Food Handler Certification

Priority Standard 10.1 – Food Handler Certification (Principles of Food Preparation)

Big Idea(s):

1. Proper food safety and sanitation practices are public health concerns that must be addressed in order to achieve food security.
2. Food safety is every food handler's responsibility.

Essential Question(s):

1. Why is it important to understand food safety and sanitation?
2. How does time and temperature keep food safe?
3. Why is it important to know the major allergens?

Vocabulary Presentation :

1. Reputable supplier
2. TCS Foods
3. Contaminants
4. Pathogens
5. Temperature Danger Zone
6. Thermometer
7. Allergens
8. Anaphylaxis
9. Cross Contact
10. Pest Control
11. Front of the House
12. Back of the House

[Culinary Arts Vocabulary](#)

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>10.1.1 Flow of Food</p>	<ul style="list-style-type: none"> ● Discuss what makes an approved reputable supplier ● Explain rejecting versus accepting food ● Explain how to properly store food. ● Create correct food labels for various items ● Differentiate safe and unsafe receiving and storage temperatures for a variety of food ● Identify proper cooking temperatures for food items. ● Identify proper holding temperatures for food items
<p>10.1.2 Cross Contamination</p>	<ul style="list-style-type: none"> ● Define the three categories of food contaminants <ul style="list-style-type: none"> ○ Biological ○ Physical ○ Chemical ● Identify cause and prevention of cross contamination ● Discuss steps to reduce and/or eliminate cross-contamination in food service ● Discuss the difference between cleaning and sanitizing ● Identify the steps to properly clean and sanitize your kitchen and workspaces
<p>10.1.3 Time-Temperature</p>	<ul style="list-style-type: none"> ● Define the Temperature Danger Zone ● Identify the proper food temperatures of <ul style="list-style-type: none"> ○ Poultry ○ Beef ○ Pork ○ Fish ● Create a food storage chart ● Discuss how to keep food out of the TDZ ● Identify the types of thermometers used in food service applications ● Compare and contrast types of thermometers and their uses
<p>10.1.4 Allergens</p>	<ul style="list-style-type: none"> ● Identify the 9 major food allergens ● Discuss how to prevent Cross Contact
<p>10.1.5 Food Pests</p>	<ul style="list-style-type: none"> ● Identify the most common types of pest in food service establishment ● Discuss pest prevention plans ● Create a pest prevention plan
<p>10.1.6 Front of House</p>	<ul style="list-style-type: none"> ● Compare and Contrast how Front of the House and Back of the House keep food safe

	<ul style="list-style-type: none"> ● Identify how FOH ensures food safety
10.1.7 Personal Hygiene	<ul style="list-style-type: none"> ● Identify and discuss good personal hygiene habits ● List daily personal hygiene & grooming habits ● Avoid touching face, hair & other unsanitary surfaces while handling food. ● Demonstrate wearing clean, professional uniform & slip resistant shoes. ● Discuss washing hands frequently & correctly. ● Compare and contrast regular handwashing versus changing gloves.
10.1.8 Safety and Sanitation Practices (CC Principle 1- Principles of Food Prep)	<ul style="list-style-type: none"> ● Employ rules pertaining to sanitation with appearance, workstation habits and clean up ● Employ proper mise en place using prep/planning, waste, tools, and time management ● Employ safe usage of tools and equipment ● Finished products are created using the highest standard of sanitation practices
10.1.9 Mise en Place	<ul style="list-style-type: none"> ● Define Mise en Place and demonstrate the following (organization skills, preparedness, and timing in food preparation, cooking, and serving) ● Organize workspace using plan of work

Resources

Always Food

ServSafe

Culinary Essentials

www.FDA.com

[USDA Safe Minimum Internal Temperature Chart](#)

Video Resource	Length	Purpose
<i>ServSafe Food Handler Review – ServSafe</i>	12 min	Reviews certification concepts
<i>The Flow of Food – Always Food Safe</i>	9 min	Explains receiving and storage
<i>How to Use a Thermometer Correctly – USDA</i>	5 min	Reinforces temperature monitoring
<i>Major Food Allergens Explained – FARE</i>	6 min	Reviews allergen awareness
<i>Front vs Back of House Food Safety – NRAEF</i>	7 min	Connects food safety to operations

<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. Why is food safety every employee's responsibility? 2. Describe how proper sanitation practices protect customers and coworkers. 3. How can professional food safety habits prepare you for employment? 	
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet 	<p>Common Summative Assessments</p> <p>10th Grade DSA</p> <p>Food Handler Certification Exam</p>

Priority Standard 10.2 Seasonings and Flavorings

Priority Standard 10.2 - Seasonings and Flavorings ([Principles of Food Preparation](#))

Big Idea(s):

1. Eating is essential for life, yet the enjoyment of eating good food is dependent on good flavoring and seasoning.
2. Seasoning and flavoring enhances a food's natural flavor.

Essential Question(s):

1. What is the difference between seasoning and flavoring?
2. Why are seasonings and flavorings important?
3. When are fresh and dried herbs added to the cooking process?

Vocabulary

1. Enhance
2. Extract
3. Zest
4. Pith
5. Season
6. Flavor
7. Herb
8. Spice
9. Sachet
10. Bouquet Garni
11. Aroma
12. Sensory

[Culinary Arts Vocabulary](#)

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>10.2.1 Taste Senses (CC Principle 4 - Principles of Food Prep)</p>	<ul style="list-style-type: none"> • Discuss the five sensory properties of food. • Identify how our 5 senses are affected by food
<p>10.2.2 Herb & Spice Identification</p>	<ul style="list-style-type: none"> • Identify by sight, smell, and taste a variety (minimum 20) of ingredients listed.

	<ul style="list-style-type: none"> ○ Basil ○ Cilantro ○ Rosemary ○ Thyme ○ Sage ○ Parsley ○ Chives ○ Tarragon ○ White pepper ○ Nutmeg ○ Caraway seed ○ Poppy seed ○ Bay Leaf ○ Turmeric ○ Balsamic vinegar ○ Red Wine Vinegar ○ Olive oil ○ Soy Sauce ○ Sesame seeds ○ Cinnamon Sticks ○ Vanilla Extract ○ Almond Extract ○ Ginger ○ Paprika
<p>10.2.3 Cooking with Herbs</p>	<ul style="list-style-type: none"> ● Experiment with the effects of heat on seasoning and flavorings. ● Determine when best to add seasonings and flavorings to food during the cooking process
<p>10.2.4 Fresh versus Dried Herbs</p>	<ul style="list-style-type: none"> ● Compare and contrast the use of fresh herbs vs. dried herbs. ● Discuss which herbs and seasonings complement which proteins. ● Demonstrate the use of herbs and seasonings in daily production.
<p>10.2.5 Knife Skills</p>	<ul style="list-style-type: none"> ● Identify, choose, and properly use a variety of knives specific to preparation needs ● Perform classical cuts on different products ● Practice safe working procedures
<p>10.2.6 Salads and Dressings</p>	<ul style="list-style-type: none"> ● Identify and prepare a variety of different salads and dressings (emulsified, dairy based, vinaigrettes) ● Apply salad making fundamentals
<p>Resources Culinary Essentials Textbook Chapter 16 https://www.mccormickscienceinstitute.com/resources/culinary-spices/herbs-spices</p>	

Herbs and Spices - What goes with what food -
<https://www.udel.edu/academics/colleges/canr/cooperative-extension/fact-sheets/herbs-spices-on-food/>

Video Resource	Length	Purpose
<i>Herbs vs Spices Explained</i> – McCormick	6 min	Identifies seasonings
<i>Flavor Pairing Basics</i> – ChefSteps	8 min	Connects flavors to menu development
<i>Cooking with Fresh Herbs</i> – Food Wishes	7 min	Demonstrates herb applications
<i>The Science of Taste</i> – TED-Ed	5 min	Explains sensory evaluation
<i>Seasoning Food Properly</i> – Gordon Ramsay	6 min	Reinforces flavor development

VOG Reflection Questions:

1. How do herbs and spices influence customer experience and food quality?
2. Describe a time you experimented with flavor combinations successfully.
3. How does understanding flavor development improve your cooking skills?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet 	<p>Common Summative Assessments</p> <p>10th Grade DSA</p>
--	---

Priority Standard 10.3 Stocks, Soups and Sauces

Priority Standard 10.3 - Stocks, Soups and Sauces (Principles of Food Preparation)

Big Idea(s):

1. Stocks, soups, and sauces form the foundational flavor systems of classical and modern cuisine.
2. Culinary techniques and food science principles determine texture, flavor, consistency, and presentation.

<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why are stocks considered the foundation of professional cooking? 2. How do thickening agents change the structure and texture of sauces? 3. What role does patience and precision play in soup and sauce production? 4. How can chefs modernize classical soup and sauce techniques? 	
<p>Learning Outcomes</p>	
<p><i>Students will know:</i></p>	<p><i>As evidenced by: (oral, written, or performance)</i></p>
<p>10.3.1 Stock Elements</p>	<ul style="list-style-type: none"> ● Identify the parts of a stock <ul style="list-style-type: none"> ○ Cold Water ○ Nourishing Element ○ Mirepoix ○ Bouquet Garni <ul style="list-style-type: none"> ■ Leek ■ Thyme ■ Bay leaf ■ Parsley stem ■ Peppercorns ● Identify the ratio used in stock making (100% water, 50 % nourishing element, 10% mirepoix) ● Demonstrate proper ratio of mirepoix (50% onion, 25% carrots, 25% celery) ● Discuss the basic seasonings commonly used in stock making.
<p>10.3.2 Stock Making</p>	<ul style="list-style-type: none"> ● Demonstrate how to prepare a basic mirepoix using correct ratios ● Demonstrate how to prepare a bouquet garni ● Identify stock making process: <ul style="list-style-type: none"> ○ Roasting bones ○ Skimming ○ Straining ○ Time frames ○ Quality factors ○ Proper chilling methods and temperature requirements ● Prepare chicken stock ● Prepare fish stock or vegetable stock ● Prepare brown stock ● Evaluate the quality of stock produced <ul style="list-style-type: none"> ○ Clarity, Strength, gelatinous when chilled ● Compare and contrast cooling methods <ul style="list-style-type: none"> ○ Ice bath

	<ul style="list-style-type: none"> ○ Ice paddle ○ Chill Blaster ● Compare and contrast the use of convenience bases vs scratch-made stocks
<p>10.3.3 Thickening Agents</p>	<ul style="list-style-type: none"> ● Discuss the four types of thickening agents used in soup and sauce production <ul style="list-style-type: none"> ○ Roux ○ Slurry ○ Beurre Manie ○ Liaison ● Compare and contrast the types of thickening agents ● Discuss the three stages of roux and their uses ● Preparation of all three types of roux through daily production. <ul style="list-style-type: none"> ○ White ○ Blonde ○ Brown ● Demonstrate how to dissolve starch into a cool liquid ● Demonstrate how to incorporate slurry into a liquid ● Create a plan of work with ingredients and procedure explaining how to prepare a beurre manie ● Compare and contrast using a liaison for thickening a liquid
<p>10.3.4 Mother Sauces</p>	<ul style="list-style-type: none"> ● Identify the five Mother sauces <ul style="list-style-type: none"> ○ Bechamel ○ Espagnole ○ Tomato ○ Hollandaise ○ Velouté ● Discuss the base liquid and thickening agents for each mother sauce ● Prepare each mother sauce ● Evaluate the characteristics of each mother sauce ● Identify secondary sauces from each mother sauce

<p>10.3.5 Soup Classification</p>	<ul style="list-style-type: none"> ● Compare and contrast the 3 categories of soups ● Prepare a clear soup. ● Prepare cream soup. ● Prepare a pureed soup. ● Prepare a bisque, chowder, specialty soup and/or a national soup. ● Prepare a clarified consommé
<p>10.3.6 Soup Garnish</p>	<ul style="list-style-type: none"> ● Discuss types of garnishes suitable for each classification of soup ● Prepare garnishes for soup service in production
<p>10.3.7 Proper Cooling</p>	<ul style="list-style-type: none"> ● Identify proper cooling and storing of soups <ul style="list-style-type: none"> ○ Ice Bath ○ Ice Wand ○ Blast Chiller ● Summarize proper Time/Temp constraints for cooling soups <ul style="list-style-type: none"> ○ 2 hours to 70 Degrees F. ○ 4 hours to 41 Degrees F. ● Create proper labels for storage of soups
<p align="center">Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet 	<p align="center">Common Summative Assessments</p> <ul style="list-style-type: none"> ● 10th Grade DSA

VOG Reflection Questions:

- Why are stocks considered the foundation of professional cooking?
- Describe how patience and attention to detail impacted your finished product.
- How did you apply problem-solving skills while preparing soups or sauces?

Video Resources:

Video Resource	Length	Purpose
<i>How to Make Stock</i> – America's Test Kitchen	12 min	Demonstrates stock fundamentals
<i>Mother Sauces Explained</i> – Rouxbe	9 min	Introducing classical sauce systems
<i>How Roux Works</i> – Serious Eats	6 min	Food science behind thickening
<i>Soup Classification Overview</i> – ProStart	8 min	Reinforces categories and preparation
<i>Cooling Food Safely</i> – ServSafe	5 min	Reinforces HACCP and temperature control

Priority Standard 10.4 Cooking Techniques (Principles of Food Preparation)

Priority Standard 10.4 - Cooking Techniques (Principles of Food Preparation)

Big Idea(s):

1. Cooking methods transform flavor, texture, appearance, and nutritional value.
2. Professional chefs select cooking techniques strategically to achieve desired culinary outcomes.

Essential Question(s):

1. How does heat transfer affect food quality and safety?
2. Why are certain cooking methods better suited for specific foods?
3. How does technique influence flavor development and presentation?
4. How can chefs adapt cooking methods to meet nutritional or customer needs?

Vocabulary

1. Moist Heat
2. Dry Heat
3. Combination Heat
4. Dredge
5. Caramelization
6. Reduction
7. Convection
8. Induction
9. Blanch
10. Shock
11. Evaporate

[Culinary Arts Vocabulary](#)

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

10.4.1 Heat Effects on Cooking

- Discuss how cooking affects a food's nutritive value, texture, color, aroma, and flavor
- Compare and contrast the advantages and disadvantages of different cooking methods

10.4.2 Moist Cooking

(

- Summarize the definition of Moist Cooking
- Define the types of moist cooking techniques
- Identify the proper temperature for
 - Boiling
 - Simmering
 - Poaching
 - Steaming
- Demonstrate moist cooking techniques through daily production
- Describe examples of each method in a written assessment
- Fabricate, prepare, and cook a variety of proteins, vegetables, and starches

<p>10.4.3 Dry Heat Cooking</p>	<ul style="list-style-type: none"> ● Summarize the definition of Dry Cooking ● Demonstrate how to perform a variety of dry cooking techniques <ul style="list-style-type: none"> ○ Sauté & Sear ○ Stir Fry ○ Pan Fry ○ Deep Fry ○ Grill ○ Griddle ○ Bake ○ Roast ○ Broil ● Describe examples of each method on a written assessment ● Fabricate, prepare, and cook a variety of proteins, vegetables, and starches
<p>10.4.4 Standard Breading Procedures</p>	<ul style="list-style-type: none"> ● Identify the ways food can be coated prior to cooking <ul style="list-style-type: none"> ○ Breading ○ Dredging ○ Batter ● Demonstrate how a food item can be coated prior to cooking for production
<p>10.4.5a Combination Cooking</p>	<ul style="list-style-type: none"> ● Summarize the definition of Combination Cooking ● Demonstrate how to cook foods using combination cooking techniques in daily production <ul style="list-style-type: none"> ○ Stew ○ Braise ● Describe examples of each method in a written assessment ● Fabricate, prepare, and cook a variety of proteins, vegetables, and starches
<p>10.4.5b Fresh vs. Dried</p>	<ul style="list-style-type: none"> ● Compare and Contrast the preparation of fresh versus dry pasta ● Create a plan of work for fresh pasta dough ● Prepare fresh pasta dough for production ● Prepare dry pasta for production ● Evaluate the pasta and discuss the different characteristics

<p>10.4.6 Pasta Cookery</p>	<ul style="list-style-type: none"> ● Demonstrate how to prepare pasta to al dente during daily production <ul style="list-style-type: none"> ○ Preparation ○ Cooking ○ Cooling
<p>10.4.7 Legumes</p>	<ul style="list-style-type: none"> ● Discuss how legumes can add variety and options to menus ● Identify a variety of legumes <ul style="list-style-type: none"> ○ Split Peas ○ Lentils ○ Navy Beans ○ Kidney Beans ○ Garbanzo ○ Black Bean
<p>10.4.8 Legume Cookery</p>	<ul style="list-style-type: none"> ● Demonstrate proper cooking and cooling of legumes ● Compose an accompaniment salad or soup using a legume
<p>10.4.9 Grains</p>	<ul style="list-style-type: none"> ● Identify the three categories of rice <ul style="list-style-type: none"> ○ Short Grain ○ Medium Grain ○ Long Grain ● Identify a variety of rice within each category <ul style="list-style-type: none"> ○ Short Grain <ul style="list-style-type: none"> ■ Arborio ■ Sushi Rice ■ Bomba ○ Medium Grain <ul style="list-style-type: none"> ■ Black Rice ■ Brown Rice ■ White Rice ○ Long Grain <ul style="list-style-type: none"> ■ Basmati ■ Brown Rice ■ Jasmine ● Identify a variety of grains <ul style="list-style-type: none"> ○ Oats ○ Barley ○ Quinoa ○ Farro ○ Bulgur ○ Millet
<p>10.4.10 Grain Cookery</p>	<ul style="list-style-type: none"> ● Discuss the Rice Pilaf Method ● Create a plan of work for Pilaf ● Produce a rice pilaf for production ● Discuss the Risotto Method

	<ul style="list-style-type: none"> ● Create a plan of work for Risotto ● Produce risotto for production ● Create a plan of work for a recipe using an alternate grain ● Produce a recipe using and alternate grain for production 																		
10.4.11 Plating	<ul style="list-style-type: none"> ● Apply basic plating techniques ● Compose plated dishes using main elements according to basic plate design 																		
<p>Resources Culinary Essentials Textbook Chapter 15</p> <p>Video Resources:</p> <table border="1"> <thead> <tr> <th align="center">Video Resource</th> <th align="center">Length</th> <th align="center">Purpose</th> </tr> </thead> <tbody> <tr> <td><i>Dry vs Moist Heat Cooking Methods</i> – Culinary Institute of America</td> <td align="center">10 min</td> <td>Compares cooking techniques</td> </tr> <tr> <td><i>The Maillard Reaction Explained</i> – TED-Ed</td> <td align="center">5 min</td> <td>Food science connection</td> </tr> <tr> <td><i>How to Sauté Properly</i> – Gordon Ramsay</td> <td align="center">6 min</td> <td>Demonstrates pan cooking</td> </tr> <tr> <td><i>Moist Heat Cooking Methods</i> – ProStart</td> <td align="center">8 min</td> <td>Reinforces boiling, steaming, poaching</td> </tr> <tr> <td><i>Professional Plating Techniques</i> – ChefSteps</td> <td align="center">9 min</td> <td>Enhances presentation skills</td> </tr> </tbody> </table>		Video Resource	Length	Purpose	<i>Dry vs Moist Heat Cooking Methods</i> – Culinary Institute of America	10 min	Compares cooking techniques	<i>The Maillard Reaction Explained</i> – TED-Ed	5 min	Food science connection	<i>How to Sauté Properly</i> – Gordon Ramsay	6 min	Demonstrates pan cooking	<i>Moist Heat Cooking Methods</i> – ProStart	8 min	Reinforces boiling, steaming, poaching	<i>Professional Plating Techniques</i> – ChefSteps	9 min	Enhances presentation skills
Video Resource	Length	Purpose																	
<i>Dry vs Moist Heat Cooking Methods</i> – Culinary Institute of America	10 min	Compares cooking techniques																	
<i>The Maillard Reaction Explained</i> – TED-Ed	5 min	Food science connection																	
<i>How to Sauté Properly</i> – Gordon Ramsay	6 min	Demonstrates pan cooking																	
<i>Moist Heat Cooking Methods</i> – ProStart	8 min	Reinforces boiling, steaming, poaching																	
<i>Professional Plating Techniques</i> – ChefSteps	9 min	Enhances presentation skills																	
<p>VOG Reflection Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does choosing the correct cooking method affect food quality? <input type="checkbox"/> Describe a cooking technique that challenged you and how you improved. <input type="checkbox"/> Why is adaptability important during food production? 																			
<p align="center">Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet ● Daily Production Grading ● Creating Plan of Work 	<p align="center">Common Summative Assessments 10th Grade DSA</p>																		

Priority Standard 10.5 Vision of a Graduate - Respectful & Skilled Socially

Goal 10.5-Priority Standard - Vision of a Graduate - Respectful & Skilled Socially	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. A respectful attitude should be standard in any workplace, regardless of personal feelings. 2. Respect is one of the most important traits in the workplace because it creates a positive work culture for you and the team to accomplish goals together. 	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why would an employer value an employee who is respectful, enthusiastic and who has a positive attitude? 2. Why is communication a vital aspect in a foodservice establishment? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.5.1 Diversity	<ul style="list-style-type: none"> ● Discuss what it means to be a culturally diverse establishment
10.5.2 Respect	<ul style="list-style-type: none"> ● Discuss "Treat others like you would be treated" ● Identify the characteristics of being respectful ● Discuss what it means to be respectful in the workplace <ul style="list-style-type: none"> ○ Cell phone use ○ Uniforms ○ Following Schedule ○ Rules and regulations
10.5.3 Professionalism	<ul style="list-style-type: none"> ● Discuss what it means to be a professional ● Discuss the importance of job descriptions ● Practice professionalism throughout BOH and FOH
10.5.4 Enthusiasm	<ul style="list-style-type: none"> ● Discuss the importance of a positive attitude ● Discuss the importance of taking initiative ● Show initiative to volunteer for tasks ● Demonstrate shared knowledge and skills with peers
10.5.5 Communication	<ul style="list-style-type: none"> ● Discuss the importance of clear and concise communication <ul style="list-style-type: none"> ○ Attitude ○ Body language ○ Tone of voice

	<ul style="list-style-type: none"> ○ Avoiding slang terms ● Practice taking orders and speaking to guest and teammates throughout service and production
--	--

Technical Vocab - [Culinary Arts Vocabulary](#)
 Respect
 Enthusiasm
 Professionalism
 Teamwork
 Diversity
 Communication
 Ethical

Resources

- [Vision of a Graduate Powerpoint](#)
- [Skills that pay the Bills " Enthusiasm" PDF](#)
- [Skills that Pay the Bills Videos](#)

Video Resource	Length	Purpose
<i>Workplace Communication Skills – Skills to Pay the Bills</i>	7 min	Reinforces professional communication and teamwork
<i>Respect in the Workplace – TED-Ed</i>	5 min	Explains the importance of professionalism and mutual respect
<i>How Great Teams Communicate – Simon Sinek</i>	8 min	Demonstrates collaboration and leadership skills
<i>Customer Service Excellence – Disney Institute</i>	9 min	Connects positive attitude and communication to hospitality success
<i>Professionalism in the Kitchen – Culinary Institute of America</i>	6 min	Reinforces work ethic, initiative, and industry expectations
<i>Body Language and First Impressions – Indeed Career Guide</i>	5 min	Builds awareness of nonverbal communication
<i>Conflict Resolution at Work – LinkedIn Learning</i>	8 min	Demonstrate strategies for handling workplace disagreements respectfully
<i>Teamwork in Fast-Paced Kitchens – Bon Appétit</i>	7 min	Shows collaboration during production and service
<i>How to Speak Professionally – Toastmasters International</i>	6 min	Improves verbal communication and confidence
<i>Positive Attitude in the Workplace – MindTools</i>	5 min	Reinforces enthusiasm and workplace culture

<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How did you demonstrate respect and professionalism during kitchen production? 2. Describe how positive communication affects teamwork and kitchen culture. 3. Why is professionalism important in hospitality careers? 	
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 	<p>Common Summative Assessments 10th Grade DSA</p>

Priority Standard 10.6 Principles of Baking

Priority Standard 10.6 Principles of Baking	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Baking knowledge and skills elevates a chef's abilities and makes them more marketable. 	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is a good mission statement for a bakery? 2. Why is it important to use accurate measurements when baking? 3. What is the difference between bread and pastry? 	
<p>Vocabulary</p> <ol style="list-style-type: none"> 1. Chemistry of Baking 2. Straight Dough and Creaming Mixing methods 3. Air Cell oxidation and hydration in dough batters 4. Gluten Development in bread making 5. Describe the evolution of Bread 6. Difference between mealy and flakey pie dough 7. Difference between stirred and baked custard 8. Describe the 7 types of Cookies <p>Culinary Arts Vocabulary</p>	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.6 .1 Bakery Ingredients	<ul style="list-style-type: none"> • Review Grade 9 • Explain the basic chemistry of baking and how ingredients interact in the baking process. • Identity ingredients visually

<p>10.6 .2 Bakery Equipment and Tools</p>	<ul style="list-style-type: none"> ● Review Grade 9 ● Explain and demonstrate the use of bakery equipment during production
<p>10.6.3 Mise en Place</p>	<ul style="list-style-type: none"> ● Demonstrate organization by keeping the workstation clean. ● Use the baker's scale to scale ingredients prior to mixing. ● Assemble ingredients and equipment. ● Complete assigned task in a limited time ● Prepare a variety of baked goods.
<p>10.6.4 Weights, Measures, and Recipe Conversions</p>	<ul style="list-style-type: none"> ● Review Grade 9 ● Discuss the importance of accurate measurements in baking ● Demonstrate the use of digital, balance, and spring scales ● Demonstrate the correct way to measure ingredients in baking <ul style="list-style-type: none"> ○ Dry ingredients ○ Liquid Ingredients ● Compare and contrast using a scale versus a measuring cup/spoon to measure/weigh ingredients ● Convert recipes accurately
<p>10.6.5 Intermediate Baking Principles and Mixing Methods</p>	<ul style="list-style-type: none"> ● Review Grade 9 ● Demonstrate a variety of mixing methods for production service (Biscuit, Muffin, Straight dough, Creaming, Two stage, Foaming) ● Describe how to assemble various baked goods in the bake shop for retail. ● Explain the mixing process of doughs and batters in terms of air cells, oxidation, and hydration. ● Explain how to control gluten development. ● Describe the baking process.
<p>10.6.6 Safety and Sanitation (CC Principle 1 - Principles of Baking)</p>	<ul style="list-style-type: none"> ● Employ rules pertaining to sanitation with appearance, workstation habits and clean up ● Employ proper mise en place using prep/planning, waste, tools, and time management ● Employ safe usage of tools and equipment ● Finished products are created using the highest standard of sanitation practices

10.6.7 Intermediate Yeast Dough Production
 (CC Principle 2 - Principles of Baking)
 (CC Principle 9 - Principles of Baking)

- Review Grade 9 12 Steps
- Scaling
- Mixing
- Bulk Fermentation
- Folding
- Divide
- Rounding
- Benching
- Makeup
- Proofing
- Baking
- Storing
- Cooling
- Describe the evolution of bread and the impact that cultures had on the production of bread through the centuries.
- Describe and analyze the effect of gluten using different types of flour.
- Bread Mixing Methods
 - Straight Dough
 - Modified Straight Dough
 - Sponge Method
 - Gluten development
- The three types of regular yeast doughs:
 - Hard Lean
 - Soft Medium
 - Sweet Rich
- Rolled-In Fat yeast dough
 - Croissants
 - Danish

<p>10.6.8 Pies and Crusts</p>	<ul style="list-style-type: none"> ● Define, describe, and prepare various types of pies and crusts ● Discuss the difference between mealy and flakey pie dough. ● Identify the different types of fillings and their thickening agents. ● Identify different types of methods for making fruit pies. ● Prepare pie dough and various fillings.
<p>10.6.9 Custards and Puddings</p>	<ul style="list-style-type: none"> ● Discuss the difference between stirred and baked custard. ● Identification of ingredients in a custard ● Discuss proper baking techniques of baked custard. ● Prepare a variety of baked custards.
<p>10.6.10 Cakes</p>	<ul style="list-style-type: none"> ● Describe the different methods for making cake batter (creaming, high ratio, sponge) ● Identify potential issues when creating cake batters ● Produce and bake a cake for service
<p>10.6.11 Cookies (CC Principle 11 - Principles of Baking)</p>	<ul style="list-style-type: none"> ● List and discuss the 7 types of Cookies <ol style="list-style-type: none"> 1. Drop Cookies 2. Rolled or cutout cookies 3. Filled Cookies 4. Cookie Bars 5. Molded 6. Pressed Cookies 7. No-bake Cookies ● Produce a variety of cookies ● Determine the causes of crispness, moistness, chewiness, and spread ● Discuss how to control spread ● Prepare various cookie doughs using the three basic mixing methods.

Resources Culinary Essentials Textbook Unit 6 Chapters 26-29		
Video Resource	Length	Purpose
<i>Baking Science Fundamentals</i> – King Arthur Baking	10 min	Explains baking chemistry
<i>Yeast Dough Production</i> – BakeInfo	11 min	Reinforces bread production
<i>Mixing Methods in Baking</i> – CIA	9 min	Demonstrates bakery techniques
<i>Understanding Gluten Development</i> – FoodCrumbles	7 min	Explains dough structure
<i>Bakery Production Workflow</i> – ChefSteps	8 min	Reinforces mise en place and timing
VOG Reflection Questions:		
<ol style="list-style-type: none"> 1. How did organization and preparation affect your baking production? 2. Describe how science and math are connected to baking. 3. What skills are most important for success in a bakery environment? 		
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> • Produce and bake scones for service • Make two kinds of cookies • Make a fruit pie • Make a baked custard 	

Priority Standard 10.7 Breakfast Cookery & Cheese Identification

Priority Standard 10.7– Breakfast Cookery & Cheese Identification
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Breakfast cookery requires precision, timing, and coordination to produce high-quality food efficiently in a fast-paced kitchen environment. 2. Understanding cheese varieties, production methods, and flavor profiles helps culinary professionals create balanced dishes and enhance customer dining experiences.
<p>Essential Question(s):</p>

<ol style="list-style-type: none"> 1. How does timing and organization impact the success of breakfast production and service? 2. Why are eggs considered one of the most versatile ingredients in culinary arts? 3. How do texture, flavor, and production methods influence the classification and use of cheeses? 4. In what ways can breakfast menus and cheese selections reflect culture, nutrition, creativity, and customer preferences? 	
<p>Vocabulary</p> <ol style="list-style-type: none"> 1. Albumin 2. Yolk 3. Chalazae 4. Ramekin 5. Latke 6. Frittata 7. Shirred 8. Quiche 9. Omelet 10. Scone <p>Culinary Arts Vocabulary</p>	
<p>Learning Outcomes</p>	
<p><i>Students will know:</i></p>	<p><i>As evidenced by: (oral, written, or performance)</i></p>
<p>10.7.1 Egg Characteristics and Cookery</p>	<ul style="list-style-type: none"> ● Identify the 3 main parts of an egg <ul style="list-style-type: none"> ○ Shell ○ Yolk ○ White ● Discuss the characteristic of each grade of egg <ul style="list-style-type: none"> ○ Grade A ○ Grade AA ○ Grade B ● Identify the different size of eggs ● Prepare a variety of eggs for production <ul style="list-style-type: none"> ○ Hard Boiled ○ Soft boiled ○ Poached ○ Fried ○ Over easy ○ Baked ○ Shirred ○ Souffle ○ Scrambled ○ Omelet ● Discuss the use and importance of eggs in a variety of culinary applications
<p>10.7.2 Breakfast Proteins and Cookery</p>	<ul style="list-style-type: none"> ● Identify a variety of breakfast meats <ul style="list-style-type: none"> ○ Bacon ○ Ham ○ Sausage

	<ul style="list-style-type: none"> ○ Canadian Bacon ○ Hash ○ Steak ● Compare and contrast the use of pre-cooked versus raw breakfast meats ● Prepare a variety of breakfast meats of production
<p>10.7.3 Breakfast accompaniments</p>	<ul style="list-style-type: none"> ● Identify a variety of breakfast breads <ul style="list-style-type: none"> ○ Toast ○ Muffins ○ Biscuits ○ Scones ○ bagels ○ Pancakes ○ Waffles ○ French Toast ● Identify a variety of breakfast cereals <ul style="list-style-type: none"> ○ Oatmeal ○ Granola ○ Flavored Cereal ● Identify a variety of breakfast sides <ul style="list-style-type: none"> ○ Home fries ○ Hash browns ○ Cottage fries ○ Latkes ● Discuss what makes a healthy nutritious and balanced breakfast
<p>10.7.4 Breakfast Production</p>	<ul style="list-style-type: none"> ● Create a plan of work for breakfast bread ● Prepare breakfast bread for service ● Create a plan of work for breakfast cereal ● Prepare breakfast cereal for service ● Prepare breakfast side for service
<p>10.7.5 Brunch</p>	<ul style="list-style-type: none"> ● Discuss the benefits of a brunch menu <ul style="list-style-type: none"> ○ Combination of Breakfast and Lunch ○ Holiday Events ○ Utilization of products ● Identify the breakfast items that can be used on a brunch menu <ul style="list-style-type: none"> ○ Eggs Benedict ○ Breakfast burritos ○ Quiche ○ Frittata
<p>10.8.1 Dairy & Cheese Identification</p>	<ul style="list-style-type: none"> ● Compare and contrast different types of dairy products.

	<ul style="list-style-type: none"> ○ Heavy Cream, ○ Whole Milk, ○ 1 %, 2% ○ Fat free ● Define and discuss the homogenization and pasteurization process. ● Explain why milk fats are important for cooking. ● Define and Describe the benefits of clarified butter ● Identify the various types of plant-based milks <ul style="list-style-type: none"> ○ Oat Milk ○ Almond ○ Soy ● Compare and contrast the nutritional, taste, texture and use of plant-based milks in comparison to dairy milks. ● Identify the different classifications of cheese <ul style="list-style-type: none"> ○ Hard ○ Firm ○ Soft ○ Semi soft ○ Fresh
--	--

Resources
 Culinary Essentials Textbook Chapter 17

Video Resource	Length	Purpose
<i>Egg Cookery Techniques</i> – Culinary Institute of America	10 min	Demonstrates professional breakfast egg preparation methods
<i>How to Make Perfect Omelets</i> – Jacques Pépin	7 min	Reinforces folding, texture, and timing techniques
<i>Breakfast Meats & Proper Cooking Temps</i> – ServSafe	6 min	Connect breakfast production to food safety
<i>Pancake and Quick Breakfast Production</i> – ProStart	8 min	Demonstrates breakfast station workflow and timing
<i>Cheese Identification Basics</i> – Murray's Cheese	9 min	Introducing cheese categories, textures, and flavor profiles
<i>How Cheese Is Made</i> – TED-Ed	5 min	Explaining the science behind cheese production
<i>Cheese Pairing Fundamentals</i> – ChefSteps	7 min	Demonstrates flavor pairing and presentation
<i>Breakfast Service Timing & Coordination</i> – Bon Appétit	8 min	Reinforces communication and multitasking during service

<p><i>Knife Skills for Breakfast Prep – Epicurious</i> 5 min Supports mise en place and breakfast station prep</p> <p><i>Plating Breakfast Dishes Professionally – ChefSteps</i> 6 min Enhance presentation and guest appeal</p>		
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How did timing and coordination impact your breakfast production today? 2. Describe how understanding cheese varieties can improve menu development. 3. Why is multitasking important during breakfast service? 		
<table border="1"> <tr> <td> <p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work </td> <td> <p>Common Summative Assessments</p> <ul style="list-style-type: none"> • Demonstrate how to make an omelet. </td> </tr> </table>	<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> • Demonstrate how to make an omelet.
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> • Demonstrate how to make an omelet. 	

Priority Standard 11.1 Kitchen Organization

<p>Priority Standard 11.1 - Kitchen Organization</p>
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Clean and organized workstations are essential in maximizing kitchen efficiency. 2. Buffet service is a great way to showcase themed menus.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do kitchen stations support the flow of food? 2. Why is it important to have the right equipment for each station? 3. How do prep lists support kitchen organization?
<p>Vocabulary</p> <ol style="list-style-type: none"> 1. Brigade 2. Mise En Place 3. Flow of Food 4. Par Stock 5. Purchase Order 6. Invoice 7. Simplification 8. Efficient (Range of Motion) 9. Suppression 10. Urgency

Culinary Vocabulary	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.1.1 Kitchen Stations	<ul style="list-style-type: none"> ● Define stations in a classic brigade ● Locate contemporary workstations within your kitchen. ● Describe station responsibilities ● Demonstrate station responsibilities ● Discuss the flow of a customer order
11.1.2 Station Set-up	<ul style="list-style-type: none"> ● Identify the following Kitchen stations <ul style="list-style-type: none"> ○ Pantry ○ Sauté ○ Grill ○ Steam table ○ Kitchen organizational/storage racks ○ Dish room - Sanitation ● Select the proper equipment for the job needed in each of the stations above. ● Demonstrate the ability to properly operate equipment ● Demonstrate the ability to disassemble and reassemble equipment ● Model proper safety and sanitation guidelines for equipment
11.1.3 Equipment	<ul style="list-style-type: none"> ● Review of the following equipment <ul style="list-style-type: none"> ○ Dishwasher ○ Fryolator ○ Steamer ○ Steam kettle ○ Cook range ○ Broiler ○ Ovens ○ Food processors ○ Mixers ○ Slicers ● Select the proper equipment for the job needed ● Demonstrate the ability to properly operate equipment ● Demonstrate the ability to disassemble and reassemble equipment ● Model proper safety and sanitation guidelines for equipment

<p>11.1.4 Prep List</p>	<ul style="list-style-type: none"> • Examine station setup to determine equipment needed • Utilize “Plan of Work” and Menu Recipe for all kitchen (mise en place) production • • Recreate proper station set up or days production 																		
<p>Resources -</p> <ul style="list-style-type: none"> • Culinary Essentials, Chapter 9 & 10 • Chef's Resources- Kitchen Brigade <table border="1"> <thead> <tr> <th align="center">Video Resource</th> <th align="center">Length</th> <th align="center">Purpose</th> </tr> </thead> <tbody> <tr> <td><i>How Professional Kitchens Stay Organized – Bon Appétit</i></td> <td align="center">8 min</td> <td>Demonstrates kitchen workflow systems</td> </tr> <tr> <td><i>Kitchen Brigade System Explained – Rouxbe</i></td> <td align="center">6 min</td> <td>Reinforces kitchen roles and structure</td> </tr> <tr> <td><i>Restaurant Line Setup – ChefSteps</i></td> <td align="center">9 min</td> <td>Demonstrates station organization</td> </tr> <tr> <td><i>Time Management in the Kitchen – Culinary Institute of America</i></td> <td align="center">7 min</td> <td>Reinforces productivity and efficiency</td> </tr> <tr> <td><i>Commercial Kitchen Workflow – WebstaurantStore</i></td> <td align="center">10 min</td> <td>Explains professional kitchen layout</td> </tr> </tbody> </table>		Video Resource	Length	Purpose	<i>How Professional Kitchens Stay Organized – Bon Appétit</i>	8 min	Demonstrates kitchen workflow systems	<i>Kitchen Brigade System Explained – Rouxbe</i>	6 min	Reinforces kitchen roles and structure	<i>Restaurant Line Setup – ChefSteps</i>	9 min	Demonstrates station organization	<i>Time Management in the Kitchen – Culinary Institute of America</i>	7 min	Reinforces productivity and efficiency	<i>Commercial Kitchen Workflow – WebstaurantStore</i>	10 min	Explains professional kitchen layout
Video Resource	Length	Purpose																	
<i>How Professional Kitchens Stay Organized – Bon Appétit</i>	8 min	Demonstrates kitchen workflow systems																	
<i>Kitchen Brigade System Explained – Rouxbe</i>	6 min	Reinforces kitchen roles and structure																	
<i>Restaurant Line Setup – ChefSteps</i>	9 min	Demonstrates station organization																	
<i>Time Management in the Kitchen – Culinary Institute of America</i>	7 min	Reinforces productivity and efficiency																	
<i>Commercial Kitchen Workflow – WebstaurantStore</i>	10 min	Explains professional kitchen layout																	
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How does organization improve kitchen safety and efficiency? 2. Describe how time management affected your productivity today. 3. Why is teamwork important in maintaining kitchen workflow? 																			
<p align="center">Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work <p>11.1 Assessment on kitchen organization and equipment:</p>	<p align="center">Common Summative Assessment</p> <p align="center">Semester 1 DSA</p>																		

Priority Standard 11.2 Restaurant Server

Priority Standard 11.2 - Restaurant Server Certification	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Providing excellent customer service ensures customers return while increasing profitability. 	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How does “first impressions” affect your opinion of a restaurant? 2. What is quality customer service? 3. How can a buffet showcase your culinary knowledge and skills? 	
<p>Vocabulary:</p> <ol style="list-style-type: none"> 1.Hygiene 2.Attire 3.Impression 3.Confidential 4.Cue 5.Sincere 6. Impairment 7.Slang 8.Flatware 9.Serviette 10.Side Station 11.POS System <p>Culinary Vocabulary</p>	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.2.1 Personal Hygiene	<ul style="list-style-type: none"> ● Demonstrate proper dining room personal hygiene. <ul style="list-style-type: none"> ○ Clean groomed hair ○ Clean trimmed nails, free of polish and embellishments ○ Body odor ○ Oral hygiene ○ Clean uniforms ● Model proper professional dining room attire. ● Awareness of different cell phone and social media policies that establishments put in place.
11.2.2 Safety Precautions:	<ul style="list-style-type: none"> ● Explain how to look out for suspicious guests and how to report any concerns

	<ul style="list-style-type: none"> ● Modeling the proper protocol for cash handling ● Discuss the importance of keeping guest information confidential ● Creating a plan for and handling emergencies for: <ul style="list-style-type: none"> ○ Fires ○ Accidents ○ Violence ○ Power Failures ○ Natural Disasters ○ Terrorist threats ● Demonstrate how to protect yourself and guests from bloodborne pathogens ● Knowledge of OSHA signs ● Demonstrate safe work habits <ul style="list-style-type: none"> ○ Lifting ○ Carrying items ○ Correct muscle use ○ Asking for help
<p>11.2.3 Guest Relations</p>	<ul style="list-style-type: none"> ● Practice the various forms of communication <ul style="list-style-type: none"> ○ Eye contact ○ Listening first/speak second ○ Cues ○ Polite/Professional/Sincere ○ How to address the guests ● Role Play Telephone Courtesy <ul style="list-style-type: none"> ○ Speaking clearly ○ Friendly greeting ○ No slang ○ Ending the call with “Thank you for calling” ● Discuss serving guests with disabilities: <ul style="list-style-type: none"> ○ Speech ○ Mobility ○ Visual ○ Hearing ○ Mental Impairments. <ul style="list-style-type: none"> ■ Practice when asking if assistance is needed for the guest ■ Knowledge of service dogs ● Act out resolving guests' complaints <ul style="list-style-type: none"> ○ Listening ○ Make a negative a positive ○ No unrealistic promises ○ When to contact a manager ● Discuss the importance of establishing and practicing standardized procedures for opening, maintaining, and closing food & beverage operations.

	<ul style="list-style-type: none"> ● Analyze and assess the training procedures required to effectively prepare dining room personnel for the delivery of service in accordance with brand standards for excellence. ● Perform the duties associated with a front and back server in real-time, on-site food service, delivering banquet, catering, and formal dining room service.
<p>11.2.4 Dining Room Positions</p> <ul style="list-style-type: none"> ● Hostess ● Waitstaff/Server ● Bus person ● Cashier ● Bartender 	<ul style="list-style-type: none"> ● Practice teamwork with team members <ul style="list-style-type: none"> ○ How to be a cohesive team together ○ Every position is crucial ● Review responsibilities of the server <ul style="list-style-type: none"> ○ Preparing for services ○ Greeting guests ○ Taking orders ○ Serving the order ○ Creating a friendly atmosphere ○ Monitoring alcohol consumption ○ Completing service
<p>11.2.5 Table settings</p>	<ul style="list-style-type: none"> ● Recreate various napkin folds ● Demonstrate proper linen placement. <ul style="list-style-type: none"> ○ Clean ○ Pressed ○ Location of tags and seem ● Produce clean polished tableware. <ul style="list-style-type: none"> ○ Flatware ○ Glassware ○ China ○ Salt & Pepper ○ Sugar Caddies ● Demonstrate proper table placement/settings. <ul style="list-style-type: none"> ○ Forks on left ○ Bread & butter on left ○ Knives on right ○ Beverages on right ● Validate uses for each item displayed <ul style="list-style-type: none"> ○ App/Salad fork ○ knives, etc. ○ Teaspoon, Soup spoon ○ Water glass ○ Wine glass ○ Use from the outside in
<p>11.2.6 Side stations</p>	<p>Create proper side station set ups. Hostess station</p>

	<ul style="list-style-type: none"> ○ Clean polish counters/displays ○ Menus ○ Vacuum <p>Coffee/beverage station</p> <ul style="list-style-type: none"> ○ Brew coffee <ul style="list-style-type: none"> ■ Tea ○ Set up sides <ul style="list-style-type: none"> ■ Cups ■ Sugar ■ Cream ■ Stir sticks ■ Ice <p>Wait station</p> <ul style="list-style-type: none"> ○ Clean and polish China ○ Clean & polish flatware ○ Clean & polish glassware ○ Fill salt & pepper ○ Fill sugar caddies ○ Fold napkins <ul style="list-style-type: none"> ● Break down and sanitize side stations properly ● Draw connections between the importance of clean efficient side stations in relation to customer service and the bottom line. ● Recognize the importance of properly set site stations in relation to restaurant teamwork.
<p>11.2.7 Alcoholic Beverages</p>	<ul style="list-style-type: none"> ● Practice responsible alcohol service. ● Summarize the difference between beer, wine and spirits. ● Familiarized with the laws about alcohol. ● Role play scenarios when a guest is under the influence of too much alcohol and how you would handle them. ● Identify the proper service and presentation of wine and other alcoholic beverages in a formal, informal and banquet service setting. ● Discuss the fundamental importance of responsible alcohol service in accordance with laws pertaining to the service of alcoholic beverages, Dram Shop Act, and methods to control excessive consumption by guests.
<p>11.2.8 Customer Service</p>	<ul style="list-style-type: none"> ● Define the term “Guestology” and its vital role in a service enterprise’s ability to consistently deliver service to a guest satisfaction and repeat business. ● Identify the core components of “Guest Experience” management and articulate their

	<p>use in the establishment of the hospitality organization's overall service strategy.</p> <ul style="list-style-type: none"> ● Summarize the importance of first impressions. How does a friendly smiling face and positive attitude set the tone? ● Interpret verbal and nonverbal communication. ● Paraphrase the saying "the customer is always right". ● Demonstrate proper greeting and seating of customers. ● Administer friendly professional explanation of menu to customer. ● Demonstrate proper order taking. ● Effectively upsell to increase sales ● Recognize signs of when a customer is not happy. ● Demonstrate proper food service/courses to include <ul style="list-style-type: none"> ○ Tray service ○ Hand service ○ Bread service ○ Water service ○ App, entree, dessert. ● Maintain proper service throughout service. ● Demonstrate proper clearing of tables. ● Properly fill out and present accurate guest checks. ● Detail the overarching challenges leaders of service organizations will face in the new market economy regarding menu pairings, allergens, dietary restrictions, and future consumer trends.
<p>11.2.9 Service Types</p>	<p>Examine the four main types of service used today.</p> <ul style="list-style-type: none"> ○ American <ul style="list-style-type: none"> ■ Plated service ○ French <ul style="list-style-type: none"> ■ Serves cook and prepare tableside ○ Russian <ul style="list-style-type: none"> ■ Served from a platter ○ Family style <ul style="list-style-type: none"> ■ Guests serve themselves ● Describe the mechanics of proper table service as it pertains to skills, traits, and general abilities necessary for servers to deliver the traditional styles of service.

	<ul style="list-style-type: none"> • Differentiate the advantages and disadvantages of utilizing various service delivery techniques, table settings, and POS technologies to achieve exceptional service ratings by guests.
<p>11.2.10 Buffet Service</p>	<ul style="list-style-type: none"> • Students will work in teams and organize and set up a buffet service according to instructor specifications, and written assessments. • Create a flow chart for buffet service describing the flow of food, food items, and customer flow. • Properly plan a buffet, ensuring proper space on the buffet table.
<p>11.2.11 Buffet Table Service</p>	<ul style="list-style-type: none"> • Drape and set up a table for buffet service. • Demonstrate how to apply table skirting to a buffet table • Set a dining room table correctly and replenish silverware throughout service. • Select garnishes and props for buffet service. • Design an effective floor plan to accommodate flow of customers.

Resources -

- National Restaurant Association Career Video Links
 - (Serving Our Nation) https://www.youtube.com/watch?v=u0d_zzILxg
 - (Career Opportunities) <http://www.youtube.com/watch?v=PF0gb3eny70>
- Culinary Essentials - Chapter 5 & 6
- American Hotel & Lodging Educational Institute (AHLEI) START-Restaurant Server
- [AHLEI How-To Guides - American Hotel & Lodging Educational Institute](#)
- FOH Station Templates
 - [Server](#)
 - [Busser](#)
 - [Cashier](#)
 - [Host/Hostess](#)
 - [Runner](#)

Video Resource	Length	Purpose
<i>Restaurant Service Basics</i> – National Restaurant Association	9 min	Introduces FOH service standards
<i>How to Properly Serve Guests</i> – ProStart	7 min	Demonstrates serving etiquette
<i>Tray Carrying Techniques</i> – Restaurant Academy	5 min	Reinforces safe serving skills

<p><i>Professional Guest Communication – Skills to Pay the Bills</i></p>	<p>6 min</p>	<p>Builds communication skills</p>
<p><i>Fine Dining Service Explained – CIA</i></p>	<p>10 min</p>	<p>Demonstrates formal service standards</p>
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How does customer service impact the dining experience? 2. Describe a time you demonstrated professionalism while serving guests. 3. Why are communication and teamwork important in front-of-house operations? 		
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work <p>11.2 Restaurant Server Exam- TEAM</p> <p>Table Setting Formative</p> <p>Types-of-Table-Service VENN.pdf</p>	<p>Common Summative Assessment</p> <p>Restaurant Server Certification</p>	

Priority Standard 11.3 (a) Poultry ID & Fabrication

<p>Priority Standard 11.3 - Poultry, Meat, Seafood ID & Fabrication Part (a)- Poultry ID & Fabrication</p>
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Chicken meat is the most consumed meat in the U.S. per capita. 2. Poultry products are available in a variety of forms and classes.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why is poultry inspected by the U.S. Department of Agriculture? 2. How does knowledge of poultry fabrication lend itself to profitability? 3. What is cross contamination?
<p>Vocabulary</p> <ol style="list-style-type: none"> 1.Poultry 2.Classification 3.Market Form 4.Maturity 5.Cavity 6.Evaluate 7.Characteristics

8.Mandatory 9.Truss 10.Dredge 7.Baste 10.Render 13. Salmonella Culinary Vocabulary	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.3.1 Poultry Classifications	<ul style="list-style-type: none"> ● Define the different types of poultry/fowl used in restaurants today. <ul style="list-style-type: none"> ○ Chicken ○ Duck ○ Turkey ○ Guinea Hen ○ Goose ○ Squab ● Compare/Contrast the different textures and profile between the different species. ● Characterize the different market forms of chicken available in today's restaurants. <ul style="list-style-type: none"> ○ Broiler/Fryer ○ Roaster ○ Capon ○ Cornish game hen ● Describe ideal uses/purposes for different cuts and market forms of chicken.
11.3.2 Musculoskeletal structure	<ul style="list-style-type: none"> ● Identify the bone structure of poultry. <ul style="list-style-type: none"> ● Keel bone ● Back ● Ribs ● Legs ● Wings ● Identify muscle groups and their characteristics. <ul style="list-style-type: none"> ● Breast ● Wings ● Legs ● Things ● Discuss ideal uses and cooking procedures for each. ● Summarize the different market cuts of chicken available for purchase. IQF, bulk pack, tray pack, bones, Free Range, etc.

<p>11.3.3 Grading & Inspecting</p>	<ul style="list-style-type: none"> ● Discuss the USDA inspecting process. <ul style="list-style-type: none"> ○ Mandatory ○ Processing ○ Inspection stamp, etc. ● Review Poultry grading <ul style="list-style-type: none"> ○ Quality A, B, C ○ Characteristics
<p>11.3.4 Composition and Nutrition</p>	<ul style="list-style-type: none"> ● Explain the basic make up of poultry and its relationship to nutritional value. (Water, protein, vitamins) ● Discuss nutritional concerns you may have in relation to poultry, and they can be addressed. (fat, skin, cholesterol, hormones, steroids, antibiotics)
<p>11.3.5 Fabrication</p>	<ul style="list-style-type: none"> ● Produce fabricated cuts of chicken. <ul style="list-style-type: none"> ○ half roast/split chicken. ○ skinless/boneless breast ○ wings and including tips for frying ○ airline breast/Statler breast ● Demonstrate maximum yield. ● Give examples of what can be done with trim. ● Demonstrate trussing and explain its purpose. ● Model proper sanitation standards regarding poultry.
<p>11.3.6 Sanitation</p>	<ul style="list-style-type: none"> ● Select the proper food borne illness associated with poultry, signs, symptoms, and prevention methods. ● Summarize food safety procedures pertaining to poultry, proper rinsing before use and proper internal cooking temperature. ● Discuss concerns with cross contamination and chicken.
<p>11.3.7 Receiving and Storage</p>	<ul style="list-style-type: none"> ● Summarize proper receiving procedure, inspection of poultry and storage. <ul style="list-style-type: none"> ○ Receiving temp ○ Storage temp
<p>Resources -</p> <ul style="list-style-type: none"> ● Culinary Essentials, Chapters 22 ● Food Safety Manager (ANSI) ● https://www.ers.usda.gov/topics/animal-products/poultry-eggs/ ● https://www.fda.gov/ 	

Video Resource	Length	Purpose
<i>How to Break Down a Chicken</i> – Jacques Pépin	12 min	Demonstrates poultry fabrication
<i>Poultry Cuts Identification</i> – ProStart	7 min	Reinforces poultry terminology
<i>Knife Safety During Fabrication</i> – Rouxbe	6 min	Reinforces safe knife handling
<i>Understanding Poultry Grades</i> – USDA	5 min	Explains poultry quality standards
<i>Chicken Fabrication for Beginners</i> – CIA	10 min	Builds introductory fabrication skills
VOG Reflection Questions: <ol style="list-style-type: none"> 1. How does proper fabrication reduce waste and improve profitability? 2. Describe how knife safety impacted your work during fabrication. 3. Why is precision important in professional meat cutting? 		
Common Formative Assessments <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 11.3 Poultry Assessment	Common Summative Assessment <ul style="list-style-type: none"> • Demonstrate how to fabrication a whole chickens 	

Priority Standard 11.3 (b) Meat ID & Fabrication

Priority Standard 11.3 - Meat ID & Fabrication Part (b)- Meat Composition
Big Idea(s): <ol style="list-style-type: none"> 1. Meat production is projected to nearly double by 2050 to meet growing global demand. 2. Beef is more resource-intensive to produce than most other kinds of meat.
Essential Question(s): <ol style="list-style-type: none"> 1. Why is beef graded by the U.S.D.A? 2. What consumer factors affect the consumption of beef? 3. Does beef have to be aged?
Vocabulary <ol style="list-style-type: none"> 1. Elastin 2. Collagen 3. Muscle Fiber 4. Carcass

- 5.Marbling
- 6.Primal & Sub-primal cuts
- 7.Aging
- 8.Fabricated cut
- 9.Myoglobin
- 10.Larding v's barding
- 11.Offal
- 12. Fabricate
- 13. Yield

[Culinary Vocabulary](#)

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.4.1 Nutrition	<ul style="list-style-type: none"> ● Explain the basic make up of meat and its relationship to nutritional value. (Water, protein, vitamins) ● Discuss nutritional concerns in relation to meat, and how they can be addressed. (Fat, cholesterol, consumption, moderation)
11.4.2 Composition	<ul style="list-style-type: none"> ● Define elastin and collagen and where it is located on an animal. ● Compare and contrast which tissue will benefit and break down under a long slow cooking process. ● Investigate and analyze the anatomy of the various animals. ● Summarize the difference between muscle fibers and connective tissues. ● Discuss what different cooking methods are better suited for different cuts of meat.
11.4.3 Cuts	<ul style="list-style-type: none"> ● Draw and label nine primal cuts of beef (chuck, rib, short loin, sirloin, round, brisket, short plate, flank, shank). ● Match sub primal cuts to the primal. ● Identify market forms/common names of meat. ● Define and list three offal.
11.4.4 Cooking Methods	<ul style="list-style-type: none"> ● Based on anatomy and muscle structure, decide which muscles will be tender and which will be tough. ● Recalling knowledge of cooking methods, apply the proper cooking method to: <ul style="list-style-type: none"> ○ Sirloin steak ○ Chuck ○ Brisket ○ Shank ○ Eye Round

<p>11.4.5 Grading</p>	<ul style="list-style-type: none"> ● Explain the difference between inspection, quality, and yield grading. <ul style="list-style-type: none"> ○ USDA inspection ○ Quality grades <ul style="list-style-type: none"> ■ Prime ■ Choice ■ Select ■ No-roll ● Rank the quality grades of beef in relation to color, texture, firmness, marbling, and age of animal. ● Define marbling. ● Evaluate a yield percent and propose ideas to use cross utilization.
<p>11.4.6 Aging</p>	<ul style="list-style-type: none"> ● Describe the wet aging and dry aging process. ● How does the denaturing of protein play a role in dry aged beef? ● How can the dry aging process raise the food cost %?
<p>11.4.7 Other Meats- Veal, Pork, & Lamb</p>	<ul style="list-style-type: none"> ● Examine the primal and sub primal cuts of Veal, pork, and lamb. <ul style="list-style-type: none"> ○ Rack ○ Loin ○ Leg ○ Ham ○ Bacon ○ Butt ● Assign a proper cooking method to these cuts. ● Describe flavor profile associated with these animals. ● List the cooking methods in relation to quality cuts.
<p>11.4.8 Sanitation</p>	<ul style="list-style-type: none"> ● Explain proper receiving instructions (fresh, frozen, temperature, thawing) ● Explain and storage guidelines. (Placement, temperature,) ● Recognize sanitation concerns with handling meats, time and temperature abuse, e coli, proper cooking temperatures.

Resources - <ul style="list-style-type: none"> • Culinary Essentials, Chapters 23 • Food Safety Manager (ANSI) • Cattle & Beef • Beef 		
Video Resource	Length h	Purpose
<i>Beef Cuts Explained</i> – Beef. It's What's for Dinner	9 min	Identifies primal and subprimal cuts
<i>Knife Skills for Butchery</i> – ChefSteps	8 min	Demonstrates fabrication techniques
<i>Meat Grading Explained</i> – USDA	6 min	Reinforces quality grading systems
<i>How to Fabricate Pork Loin</i> – CIA	11 min	Demonstrates meat fabrication
<i>Safe Meat Handling Practices</i> – ServSafe	5 min	Reinforces food safety
VOG Reflection Questions: <ol style="list-style-type: none"> 1. How does understanding meat cuts improve menu planning and customer satisfaction? 2. Describe a challenge you experienced during fabrication and how you solved it. 3. Why is consistency important in meat preparation? 		
Common Formative Assessments <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 11.4 Meat composition test	Common Summative Assessment Semester 1 DSA	

Priority Standard - 11.3 (c) Seafood ID & Fabrication

Priority Standard - 11.3 - Seafood ID & Fabrication
Big Idea(s): <ol style="list-style-type: none"> 1. Given the variety and abundance of seafood available on the market today it is no wonder why it is a popular item on many menus. 2. Being a great source for high protein, low fat, nutritional vitamins, and rich in omega three fatty acids, fish and shellfish are good choices for a healthy diet.
Essential Question(s): <ol style="list-style-type: none"> 1. How many different types of fish are there?

2. What is the difference between saltwater and freshwater fish?
3. Are clams and oysters the same thing?
4. Why are shrimp and lobsters so expensive?

Vocabulary
 1.Flat Fish
 2.Round Fish
 3.Species
 3.Bi-valve
 3.Univalave
 4.Mollusk
 5.Crustation
 6.Endoskeleton
 7.Exoskeleton
 6.Cephalopod
 9.Drawn
 10.Dressed
 11.Devein
 12.Butterflied
 15.Histamine
[Culinary Vocabulary](#)

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.9.1 Fish Varieties	<ul style="list-style-type: none"> ● Define a round and a flat fish, what makes it different from other fish? ● Identify the anatomy of a round and a flat fish. (fins, tail, scales, gills, filets) ● Identify some different species of round and flat fish commonly used in restaurants. ● Examine the health benefits of fish and determine any concerns. (High protein, low fat, omega 3, heavy metals, etc.)
11.9.2 Shellfish Varieties	<ul style="list-style-type: none"> ● Differentiate different types of shellfish used in restaurants today. ● Define and give examples of a bivalve. ● Bi valve <ul style="list-style-type: none"> ○ Clams <ul style="list-style-type: none"> ■ Steamer ■ Quahog ■ Littleneck ■ Cherrystone ○ Mussels ○ Oysters ○ Scallops ● Define and give examples of univalves. ● Univalve <ul style="list-style-type: none"> ○ Conch ○ Snail

	<ul style="list-style-type: none"> ○ Abalone ● Research different shellfish from around the world, give examples of their uses, and include a recipe. ● Examine shellfish tags to recognize important information and draw connections on why it is important and how it could be used.
<p>11.9.3 Cooking methods</p>	<ul style="list-style-type: none"> ● Examine cooking methods for fin fish and shellfish along with condiments. ● View chef demonstration on opening shellfish ● Inspect, clean, and sort muscles for service. ● Prepare mussels meuniere. ● Identify information on a shellfish tag. <ul style="list-style-type: none"> ○ Dealer's Name/address/certification number, original shipper's certification number, date of harvest, harvest location, type and quantity of shellfish, statement "
<p>11.9.4 Crustaceans Varieties</p>	<ul style="list-style-type: none"> ● Define Endoskeleton ● List of crustaceans with exoskeleton <ul style="list-style-type: none"> ○ Shrimp ○ Lobster ○ Crab ○ Crawfish ○ Prawn ○ Langoustine ○ Prepare shrimp for service <ul style="list-style-type: none"> ■ Peeled & deveined ■ Shell-on & deveined ● Recognize qualities of an exoskeleton ● Examine different classifications of crustaceans, research examples of each ● Prepare by peeling, shell, and deveining shrimp. ● Prepare for customers.
<p>11.9.5 Mollusks & Cephalopods</p>	<ul style="list-style-type: none"> ● Define Mollusk <ul style="list-style-type: none"> ○ Endoskeleton ○ Squid <ul style="list-style-type: none"> ■ Calamari ○ Octopus ○ Snails <p>Nautilus</p>

	<ul style="list-style-type: none"> ● Define Cephalopod ● Research examples of each ● Research common recipes used.
<p>11.9.6 Receiving and Storage</p>	<ul style="list-style-type: none"> ● Interpret quality indicators for receiving fresh fish (order free, clear shiny eyes, red/pink gills, firm flesh, tight skin, scales closed not falling off) ● Identify criteria needed to be present on a shellfish tag. ● Outline proper storage procedures for storing fin fish as well as shellfish. ● Identify the proper receiving temperature as well as storage temperature for fin fish as well as shellfish.
<p>11.9.7 Fabrication</p>	<ul style="list-style-type: none"> ● Explain the differences between portion sizes (filet, steak, round) ● Produce portion size filets of fresh fish. ● Examine yield % for fabricating fresh fish. ● Express ways in which you can cross utilize trim left from fabrication.
<p>11.9.8 Aqua Farming</p>	<ul style="list-style-type: none"> ● Define aqua farming. ● Research some of the concerns with the wild fish population today. (Overfishing, pollution) ● Overfishing <ul style="list-style-type: none"> a. "The Watch List" ● Wild <ul style="list-style-type: none"> a. Flavor b. Pesticides c. Heavy metal poisoning (mercury) ● Farm raised <ul style="list-style-type: none"> a. Guaranteed b. Size c. Disease d. Flavor profile ● Discuss some of the benefits to aqua farming. ● Discuss concerns with aqua farming, overfishing, bycatch.
<p>11.9.9 Sanitation</p>	<ul style="list-style-type: none"> ● Identify the proper internal cooking temperature for fish. ● Discuss sanitation concerns to consider when handling seafood. ● Review the histamine toxin and fish commonly associated with it.

	<ul style="list-style-type: none"> • Develop guidelines for handling seafood in relation to someone with a seafood allergy. 																		
<p>Resources -</p> <ul style="list-style-type: none"> • Culinary Essentials, Chapters 21 • Food Safety Manager (ANSI) • Seafood Sites <table border="1" data-bbox="203 415 1404 829"> <thead> <tr> <th data-bbox="203 430 787 472">Video Resource</th> <th data-bbox="787 430 917 472">Length</th> <th data-bbox="917 430 1404 472">Purpose</th> </tr> </thead> <tbody> <tr> <td data-bbox="203 493 787 535"><i>How to Fillet a Fish</i> – Jacques Pépin</td> <td data-bbox="787 493 917 535">10 min</td> <td data-bbox="917 493 1404 535">Demonstrates seafood fabrication</td> </tr> <tr> <td data-bbox="203 535 787 609"><i>Seafood Identification Basics</i> – NOAA Fisheries</td> <td data-bbox="787 535 917 609">7 min</td> <td data-bbox="917 535 1404 609">Reinforces seafood species recognition</td> </tr> <tr> <td data-bbox="203 609 787 661"><i>Shellfish Safety</i> – FDA</td> <td data-bbox="787 609 917 661">5 min</td> <td data-bbox="917 609 1404 661">Explains shellfish handling standards</td> </tr> <tr> <td data-bbox="203 661 787 714"><i>Seafood Market Forms</i> – ProStart</td> <td data-bbox="787 661 917 714">8 min</td> <td data-bbox="917 661 1404 714">Identifies common market forms</td> </tr> <tr> <td data-bbox="203 714 787 808"><i>Sustainable Seafood Practices</i> – TED-Ed</td> <td data-bbox="787 714 917 808">6 min</td> <td data-bbox="917 714 1404 808">Connects sustainability to culinary careers</td> </tr> </tbody> </table>		Video Resource	Length	Purpose	<i>How to Fillet a Fish</i> – Jacques Pépin	10 min	Demonstrates seafood fabrication	<i>Seafood Identification Basics</i> – NOAA Fisheries	7 min	Reinforces seafood species recognition	<i>Shellfish Safety</i> – FDA	5 min	Explains shellfish handling standards	<i>Seafood Market Forms</i> – ProStart	8 min	Identifies common market forms	<i>Sustainable Seafood Practices</i> – TED-Ed	6 min	Connects sustainability to culinary careers
Video Resource	Length	Purpose																	
<i>How to Fillet a Fish</i> – Jacques Pépin	10 min	Demonstrates seafood fabrication																	
<i>Seafood Identification Basics</i> – NOAA Fisheries	7 min	Reinforces seafood species recognition																	
<i>Shellfish Safety</i> – FDA	5 min	Explains shellfish handling standards																	
<i>Seafood Market Forms</i> – ProStart	8 min	Identifies common market forms																	
<i>Sustainable Seafood Practices</i> – TED-Ed	6 min	Connects sustainability to culinary careers																	
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. Why is proper seafood handling important for food safety? 2. How can sustainability impact seafood choices in restaurants? 3. Describe how fabrication skills improve product quality and presentation. 																			
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work <p>11.9 SEAFOOD Formative Assessment</p>	<p>Common Summative Assessment</p> <p>Semester 2 DSA</p>																		

Priority Standard 11. 4 Icing Artistry & Plated Desserts

Priority Standard 11. 4 Icing Artistry & Plated Desserts

Big Idea(s):

1. Plated desserts play an important role in customer satisfaction and return business.
2. *The decoration of cakes and pastries shows a skill level that is highly sought after and well compensated.*

Essential Question(s):

1. How do cultural influences shape the flavors and presentation of plated desserts in different communities?
2. In what ways does understanding current trends in cake design influence our creative processes and business opportunities?
3. How does presentation impact the perception of flavor and menu pricing?
4. *How do different decorations create a product that is visually stunning?*

Vocabulary

1. Choux pastry
2. Custard / Pastry Cream
3. Plated Desserts - White/ Negative Space
4. Temper (Chocolate)
5. Tuile
6. Coulis
7. Cake Dummy
8. Cake Dowel
9. Genoise
10. Simple Syrup
11. Cake Decorating - Buttercream & Royal Icing
12. Frosting - Basket Weave design
13. Fondant
14. Marzipan

[Culinary Vocabulary](#)

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.8.1 Specialty Desserts	<ul style="list-style-type: none"> ● Produce éclairs or cream puffs ● Making pastry cream ● Produce a puff pastry dessert – Fruit Turnover, Napoleon, strudel ● Produce one of the following: cheesecake, fruit tart, Mousse, or creme Brulee
11.8.2 Plated Dessert	<ul style="list-style-type: none"> ● Evaluate complimenting flavors and textures ● Examine shapes & designs of plates, “white/Negative space”, odd numbers. How can this improve the way your dessert is presented? ● Describe ways in which the contrast of height, color and texture play a role in plated desserts as everything should not be one color or texture.
11.8.3 Garnishes & Sauces	<ul style="list-style-type: none"> ● Describe the import role that garnishes add to a plated dessert

	<ul style="list-style-type: none"> ● Define a tuile & brittle, discuss ways that it could be used (garnish, cups, height) ● Research ways that chocolate could be used as a garnish, (Melted, shaved, grated, cupped, borders) ● Examine ways in which cream sauces, coulis and purees could be made and used appropriately.
<p>11.8.4 Safety and Sanitation</p>	<ul style="list-style-type: none"> ● Employ rules pertaining to sanitation with appearance, workstation habits and clean up ● Employ proper mise en place using prep/planning, waste, tools, and time management ● Employ safe usage of tools and equipment ● Finished products are created using the highest standard of sanitation practices
<p>11.8.5 Cake Decorating Equipment</p>	<ul style="list-style-type: none"> ● Identify and demonstrate the use of a variety of different piping tips <ul style="list-style-type: none"> ○ Variety of tips ○ Dummy Cake ○ Cake Comb ○ Dowels ○ Parchment Piping Bags ● Prepare piping bags for use ● Identify and use different decorating tips
<p>11.8.6 Buttercreams and Frostings</p>	<ul style="list-style-type: none"> ● Create a buttercream frosting <ul style="list-style-type: none"> ● American ● Italian ● Swiss ● French ● Whipped Topping ● Cream Cheese ● Construct and Frost a 2-tier cake using proper structure and doweling techniques

<p>11.8.7 Borders and Garnishes</p>	<ul style="list-style-type: none"> • Prepare Royal Icing Storage and Handling • Create flowers with royal icing (Rose, daffodil, pansy, violet, apple blossom, primrose) • Prepare a variety of rosettes and garnishes • Prepare a variety of borders and accents (basketweave, swiss dots, garland, cornelli lace, stringwork) • Prepare marzipan figures (assorted objects) • Decorate a multi-tier cake with borders, garnishes, rosettes, and piping 																		
<p>Resources -</p> <ul style="list-style-type: none"> • Culinary Essentials, Chapters 29 • https://www.ihmnotes.in/assets/Docs/Books/Professional_Baking.pdf <table border="1"> <thead> <tr> <th data-bbox="207 831 805 890">Video Resource</th> <th data-bbox="805 831 911 890">Length</th> <th data-bbox="911 831 1427 890">Purpose</th> </tr> </thead> <tbody> <tr> <td data-bbox="207 890 805 936"><i>Cake Decorating Basics</i> – Wilton</td> <td data-bbox="805 890 911 936">9 min</td> <td data-bbox="911 890 1427 936">Demonstrates piping techniques</td> </tr> <tr> <td data-bbox="207 936 805 982"><i>Professional Dessert Plating</i> – ChefSteps</td> <td data-bbox="805 936 911 982">10 min</td> <td data-bbox="911 936 1427 982">Enhances presentation skills</td> </tr> <tr> <td data-bbox="207 982 805 1058"><i>Buttercream Techniques</i> – Preppy Kitchen</td> <td data-bbox="805 982 911 1058">7 min</td> <td data-bbox="911 982 1427 1058">Reinforces icing consistency</td> </tr> <tr> <td data-bbox="207 1058 805 1134"><i>Chocolate Garnish Techniques</i> – CIA</td> <td data-bbox="805 1058 911 1134">8 min</td> <td data-bbox="911 1058 1427 1134">Demonstrates advanced garnish work</td> </tr> <tr> <td data-bbox="207 1134 805 1222"><i>Dessert Presentation Principles</i> – Bon Appétit</td> <td data-bbox="805 1134 911 1222">6 min</td> <td data-bbox="911 1134 1427 1222">Builds artistic plating concepts</td> </tr> </tbody> </table>		Video Resource	Length	Purpose	<i>Cake Decorating Basics</i> – Wilton	9 min	Demonstrates piping techniques	<i>Professional Dessert Plating</i> – ChefSteps	10 min	Enhances presentation skills	<i>Buttercream Techniques</i> – Preppy Kitchen	7 min	Reinforces icing consistency	<i>Chocolate Garnish Techniques</i> – CIA	8 min	Demonstrates advanced garnish work	<i>Dessert Presentation Principles</i> – Bon Appétit	6 min	Builds artistic plating concepts
Video Resource	Length	Purpose																	
<i>Cake Decorating Basics</i> – Wilton	9 min	Demonstrates piping techniques																	
<i>Professional Dessert Plating</i> – ChefSteps	10 min	Enhances presentation skills																	
<i>Buttercream Techniques</i> – Preppy Kitchen	7 min	Reinforces icing consistency																	
<i>Chocolate Garnish Techniques</i> – CIA	8 min	Demonstrates advanced garnish work																	
<i>Dessert Presentation Principles</i> – Bon Appétit	6 min	Builds artistic plating concepts																	
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How does presentation influence the customer experience? 2. Describe how creativity played a role in your dessert production. 3. Why is attention to detail important in pastry arts? 																			
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work <p>11.10 Advanced Pastry and Specialty Desserts formative assessment</p>	<p>Common Summative Assessment</p> <p>Semester 2 DSA</p>																		

Priority Standard 11.5 Vision of a Graduate- Problem Solving, Critical Thinking

11.5 Vision of a Graduate- Problem Solving, Critical Thinking	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Every job role within a business will face challenges and unexpected situations. Problem solving and critical thinking skills provide employees with the ability to recognize and analyze problems, identify and evaluate a range of potential solutions and then decide on and implement the most effective solution 	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why do employers want employees who can work through problems on their own? 2. How does problem solving skills help you become an effective manager? 3. Why is problem solving important in a team? 	
<p>Vocabulary</p> <ol style="list-style-type: none"> 1. Effective 2. Feedback 3. Engage 4. Reflect 5. Collaborate 6. Emulate 7. Ethical 8. Non-verbal communication 9. Appropriate 10. Strategies <p>Culinary Vocabulary</p>	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>Problem Solving Strategies</p>	<ul style="list-style-type: none"> ● Participating in a group activity is to help determine the differences between criticism, praise, and feedback. ● Discuss case studies and follow the four steps for making ethical decisions. ● Emulate workplace situations and problem solve as a group on how to rectify workplace issues. ● Decipher how to properly tell the difference among criticism, praise, and feedback and reacting appropriately.
<p>Critical Thinking Strategies</p>	<ul style="list-style-type: none"> ● Analyze information to be able to make informed decisions.

	<ul style="list-style-type: none"> • Demonstrate the ability to apply critical thinking strategies to solve workplace issues. • Engage in reflective thinking to develop a well rounded and informed viewpoint. • Develop skills to engage in collaborative problem solving by listening to others. • Apply critical thinking skills across different contexts and real world situations to solve problems.
--	--

Sources:

- [Videos | U.S. Department of Labor](#)
- [11.5 Critical Thinking and Problem Solving Formative Assessment](#)
- <https://forms.gle/LqfwvUrQgUiekAD76>
- [11.5 problem solving- Skills to pay the bills.pdf](#)

Video Resource	Length	Purpose
<i>Critical Thinking in the Workplace</i> – TEDx	9 min	Reinforces workplace decision-making
<i>Kitchen Problem Solving Scenarios</i> – ProStart	7 min	Applies culinary troubleshooting
<i>Communication Under Pressure</i> – Skills to Pay the Bills	6 min	Builds teamwork strategies
<i>How Chefs Adapt During Service</i> – Bon Appétit	8 min	Demonstrates real-world problem solving
<i>Growth Mindset in Culinary Arts</i> – Edutopia	5 min	Encourages reflection and resilience

VOG Reflection Questions:

1. Describe a problem you solved during production and explain your solution.
2. How does critical thinking improve efficiency in the kitchen?
3. Why is adaptability important in the hospitality industry?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work <p>11.5 Critical Thinking and Problem Solving Formative Assessment</p> <p>https://forms.gle/LqfwvUrQgUiekAD76</p>	<p>Common Summative Assessment</p> <p>Semester 1 DSA</p>
--	---

[11.5 problem solving- Skills to pay the bills.pdf](#)

Priority Standard 11.6 Careers and College Exploration

Priority Standard 11.6 - Careers and College Exploration	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. The food service industry offers many challenging and rewarding career opportunities. 2. There are a variety of job opportunities available in the food industry. In addition to food production, there are also jobs in service, management and other areas. 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. A career in food services involves various roles that require a combination of technical skills and interpersonal abilities. What are some of these roles, and how do they differ from one another? 2. How do I get into cooking with no experience? 3. What effect will college have on my culinary career? 4. How can I personalize my career pathway in food services? 	
<p><u>Vocabulary Presentation:</u></p> <ol style="list-style-type: none"> 1. Articulation Agreements 2. Entry-Level 3. Internship 4. Cross-Train 5. Line Cooks/Station Cooks 6. Career pathways 7. Employability 8. Work Ethic 9. Post-Secondary 10. "Soft Skills" 	
<p>Glossary Culinary Vocabulary</p>	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>12.6.1 Job Opportunities</p>	<ul style="list-style-type: none"> ● List career opportunities in the food service field

	<ul style="list-style-type: none"> ● Describe employment requirements for various food service jobs <ul style="list-style-type: none"> ○ Education ○ Prior experience ● Relate skills & characteristic necessary to succeed in food service <ul style="list-style-type: none"> ○ Work ethic & Endurance ○ Communication & Customer Service ○ Respectful & Positive Attitude ○ Problem Solving / Critical Thinking
<p>12.6.2 Post-secondary Education Work Ready</p>	<ul style="list-style-type: none"> ● Recalling post-secondary schools <ul style="list-style-type: none"> ○ NEASC Accredited colleges ○ PACT Community college degree programs (Manchester & Gateway) \$FREE\$ ○ Johnson & Wales ○ Culinary Institute of America ● Complete Community College visit ● Compare and contrast college articulated agreements and cost of AOS degree for above colleges. ● Complete FASTA form for free education ● Define the term post-secondary education and its effect on career opportunities <ul style="list-style-type: none"> ○ Studies show those with a degree earn higher ● Describe entry level employment opportunities <ul style="list-style-type: none"> ○ WBL ○ On the job training
<p>12.6.3 Credentials & Work Ready</p>	<ul style="list-style-type: none"> ● Discuss Culinary Credentials in alignment with industry needs. <ul style="list-style-type: none"> ○ Food Handler ○ Restaurant Server ○ Food protection manager ○ Food Allergens ● List and discuss work ready skills & behaviors <ul style="list-style-type: none"> ○ Be confident in culinary knowledge and skills ○ Be punctual, professional clean uniform, dependable, good attitude, ○ Time management and hard work ethic ○ Lifelong learner
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. What are your future career or college goals within hospitality? 2. Which employability skills will help you succeed after graduation? 3. How can networking and industry experience support your future success? 	
<p>Common Formative Assessments</p>	<p>Common Summative Assessments</p>

<ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet ● Daily Production Grading ● Name several career paths in culinary arts 	<ul style="list-style-type: none"> ● School visit to Community College SCAP ● Reflection Paper
---	--

Resources: Culinary Essentials chapters 3,4

Video Resource	Length	Purpose
<i>Culinary Careers Explained</i> – CIA	10 min	Introducing culinary career pathways
<i>Hospitality Industry Overview</i> – National Restaurant Association	8 min	Explores industry sectors
<i>What Culinary School Is Really Like</i> – Johnson & Wales	7 min	Connects to post-secondary pathways
<i>Resume Building for Hospitality</i> – Department of Labor	6 min	Reinforces employability skills
<i>Mock Interview Tips</i> – Indeed Career Guide	5 min	Preparing students for interviews

Priority Standard 11.7 Garde Manger

Priority Standard 11.7 Garde Manger
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Garde manger plays an essential role in the success of a catering business.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is a Garde Manger Chef? 2. What are the skills and responsibilities of being a Garde Manger Chef? 3. How does Garde Manger impact catering sales?
<p>Vocabulary Presentation:</p> <ol style="list-style-type: none"> 1. Garde Manger 2. Canape 3. Charcuterie 4. Cure 5. Forcemeat 6. Mousseline 7. Hors d'oeuvres 8. Quenelle 9. Tournee 10. Fluting
Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.7.1 Garde Manger terminology & Tools	<ul style="list-style-type: none"> ● Define and explain key terminology <ul style="list-style-type: none"> ○ Canape ○ Forcemeat ○ Charcuteries ○ Hors d'oeuvres ○ Crudit� ○ Antipasto
12.7.2 Garde Manger stations	<ul style="list-style-type: none"> ● Name the stations associated with a traditional garde manger brigade <ul style="list-style-type: none"> ○ Salad/ Cold - Hors d'oeuvre ○ Charcutier ● Compare and contrast responsibilities of traditional brigade vs modern day <ul style="list-style-type: none"> ○ I.e. pantry and cold production kitchen
12.7.3 Garde Manger Presentation	<p>Students will demonstrate proper preparation and presentation techniques associated with Garde Manger items such as <i>hors d'oeuvres</i>, <i>canap�s</i>, and <i>charcuterie</i> boards.</p> <ul style="list-style-type: none"> ● Explain the importance of garde manger presentations <ul style="list-style-type: none"> ○ Discuss impact display has on sales ○ Examine how display wares and architecture can affect visual appeal ● Apply knowledge of canape, hors d'oeuvres and presentation in Creating an hors d'oeuvres display <ul style="list-style-type: none"> ○ Demonstrate the ability to create and execute a successful canape display

Resources -

- Culinary Essentials Chapter 18
- [Garde manger or pantry](#)
- [Cold kitchen foods and preservation](#)
- [Garde manger presentation](#)

Video Resource	Length	Purpose
<i>Introduction to Garde Manger – CIA</i>	9 min	Explains cold kitchen fundamentals
<i>Charcuterie Board Design – ChefSteps</i>	8 min	Demonstrate presentation and composition

<i>Cold Appetizer Techniques – Rouxbe</i>	7 min	Reinforces garde manger preparation
<i>Fruit Carving Basics – Wilton</i>	6 min	Enhance garnish and presentation
<i>Professional Plating for Cold Foods – Bon Appétit</i>	9 min	Builds visual presentation skills

VOG Reflection Questions:

1. How does presentation impact cold food preparation?
2. Describe how organization contributes to successful garde manger production.
3. Why are creativity and visual appeal important in culinary arts?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 	<p>Common Summative Assessment</p> <p>Hors d'oeuvres presentation</p>
--	---

Priority Standard 11.8 Food Protection Manager Certification (ANSI)

Priority Standard 11.8 - Food Protection Manager Certification (ANSI)

Big Idea(s):

1. The success of a food service establishment could ride on sanitation alone.

Essential Question(s):

1. What are the manager's food safety responsibilities?
2. Why is it important for a Restaurant Manager to be ANSI certified?
3. How does food become contaminated?

Vocabulary

1. Government Agencies Roles (USDA, FDA, CDC, NSF)
2. Food Contaminants - biological, physical, and chemical
3. Allergens - list nine major
4. Cross-Contact v's Cross-Contamination (Allergen contact V's Bacteria contamination)
- 5 Hazard Analysis Critical Control Point (HACCP) monitoring time and temperature
6. Critical Control Point (CCP) - Point of temperature correction
7. Danger Zone - Optional temp for bacterial growth
8. Variance from Health Dept
9. F.A.T. T.O.M. - six factors that affect microbial growth in food:
10. Air Gap
11. Coving - wall meet floor

[Culinary Vocabulary](#)

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

<p>11.8.1 - Manager's Role</p>	<ul style="list-style-type: none"> ● Discuss the Manager's role in leading an effective food safety program. <ul style="list-style-type: none"> ○ Certification ○ Training staff ○ On-going monitoring system ○ Responsibility to public ○ Effects on business ● Identifying government agencies involved the prevention of foodborne illness (USDA, FDA, CDC, PHS). ●
<p>11.8.2 - Contamination</p>	<ul style="list-style-type: none"> ● Break down the characteristics of biological, chemical and physical contaminants. ● Discuss and demonstrate how we DO NOT cross contamination in the kitchen ● Learn how to investigate and document complaints regarding food safety ● Recognize the signs and symptoms of a foodborne illness. ● Discuss the "Big Six" as labeled by the FDA (Salmonella, Salmonella Typhi, Shigella, E Coli, Hepatitis, Norovirus) ● Role play on how to contact the appropriate regulatory authority if someone reports an infection by key pathogens ● Identify the eight most common allergens. ● Recognize signs and symptoms of a food allergy attack.
<p>11.8.3 - Personal Hygiene Responsibilities</p>	<ul style="list-style-type: none"> ● Model proper personal hygiene. (hair, fingernails, clean uniform, jewelry. ● Demonstrate proper hand-washing criteria. ● Identify when to wear gloves and demonstrate proper protocol. ● Identify proper work attire and why staff must be in compliance. ● Explore when you can and cannot work when it comes to illness. How you report to the health department and when a doctor's note is needed.
<p>11.8.4 - Time and Temperature Control</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to recognize when the flow of food has been interrupted. Identifying the result of time temperature abuse, cross contamination, personal hygiene. ● Identify different thermometers used in a professional kitchen. ● Demonstrate the ability to properly calibrate a thermometer ● Demonstrate how to keep temperature logs to monitor critical control points of food.

<p>11.8.5 - Purchasing</p>	<ul style="list-style-type: none"> ● Outline proper procedures for purchasing a receiving foods <ul style="list-style-type: none"> ○ Using approved vendors ○ Inspecting ice crystals, ○ Ripped or torn packaging ○ Wet or stained packaging ○ Dented cans ○ Proper temperature for TCS foods ○ Recalls ● Define proper storage procedures for food purchases. ● First in First out (FIFO)
<p>11.8.6 - Food Preparation</p>	<ul style="list-style-type: none"> ● Summarize the importance of understanding that some foods such as ice, eggs, salads may require special attention. ● Demonstrate proper cooking temperatures for: <ul style="list-style-type: none"> ○ chicken 165 ○ ground meats 155 ○ fish, 145 ○ pork, roasts 145 ○ vegetables 135. ● Outline the process for the cooling of food to proper temperatures. ● Describe defrosting guidelines for using refrigeration, running water, microwave, cooking.
<p>11.8.7 - Service</p>	<ul style="list-style-type: none"> ● Recalling guidelines for hot holding foods for service. ● Recall guidelines for holding cold food for service. ● Demonstrate proper set up and service of food in accordance with food safety guidelines.
<p>11.8.8 - Cleaning and Sanitizing</p>	<ul style="list-style-type: none"> ● Describe the difference between heat and chemical sanitizers. ● Exhibit proper cleaning and sanitizing of surfaces and equipment. <ul style="list-style-type: none"> ● Review the proper water temperatures in the dish machine/three bay sinks. ● Demonstrate how to use sanitizer strips to check proper concentrate. ● Demonstrate proper dishwashing procedures.
<p>11.8.9 Food Safety Management</p>	<ul style="list-style-type: none"> ● Develop a food safety management system that is effective: <ul style="list-style-type: none"> ○ Training of food policies ○ Procedures in the workplace ○ Safe operations of equipment use. ○ Cleaning and sanitizing protocols

	<ul style="list-style-type: none"> • Coordination of a HACCP plan and managing the flow of foods. • Define a variance and describe when you may need one? • Organize a way to keep up to date with food safety information (new regulations) • Maintaining records to validate food safety practices are effective. 																		
<p>11.8.10 Facilities and Pest Management</p>	<ul style="list-style-type: none"> • Point out proper and improper installation of equipment within your facility, floors, walls, ceilings, equipment set up. • Locate air gaps and discuss the importance. • Outline proper garbage removal. • Outline a pest management program, deny access, deny food and water, work with a professional. • Explore proper equipment management and maintenance services/repairs • Ensure hand sinks are equipped with trash, soap, single use paper towels 																		
<p>Resources -</p> <ul style="list-style-type: none"> • Culinary Essentials • Food Safety Manager (ANSI) <table border="1" data-bbox="133 982 1508 1402"> <thead> <tr> <th data-bbox="133 982 789 1045">Video Resource</th> <th data-bbox="789 982 889 1045">Length</th> <th data-bbox="889 982 1508 1045">Purpose</th> </tr> </thead> <tbody> <tr> <td data-bbox="133 1045 789 1098"><i>ServSafe Manager Review – ServSafe</i></td> <td data-bbox="789 1045 889 1098">12 min</td> <td data-bbox="889 1045 1508 1098">Reviews certification standards</td> </tr> <tr> <td data-bbox="133 1098 789 1150"><i>HACCP Principles Explained – FDA</i></td> <td data-bbox="789 1098 889 1150">8 min</td> <td data-bbox="889 1098 1508 1150">Reinforces food safety systems</td> </tr> <tr> <td data-bbox="133 1150 789 1234"><i>Time & Temperature Controls – Always Food Safe</i></td> <td data-bbox="789 1150 889 1234">7 min</td> <td data-bbox="889 1150 1508 1234">Reinforces TCS food handling</td> </tr> <tr> <td data-bbox="133 1234 789 1308"><i>How Inspections Work – StateFoodSafety</i></td> <td data-bbox="789 1234 889 1308">6 min</td> <td data-bbox="889 1234 1508 1308">Explains health inspection expectations</td> </tr> <tr> <td data-bbox="133 1308 789 1402"><i>Allergen Management in Restaurants – FARE</i></td> <td data-bbox="789 1308 889 1402">5 min</td> <td data-bbox="889 1308 1508 1402">Reinforces allergen prevention</td> </tr> </tbody> </table>		Video Resource	Length	Purpose	<i>ServSafe Manager Review – ServSafe</i>	12 min	Reviews certification standards	<i>HACCP Principles Explained – FDA</i>	8 min	Reinforces food safety systems	<i>Time & Temperature Controls – Always Food Safe</i>	7 min	Reinforces TCS food handling	<i>How Inspections Work – StateFoodSafety</i>	6 min	Explains health inspection expectations	<i>Allergen Management in Restaurants – FARE</i>	5 min	Reinforces allergen prevention
Video Resource	Length	Purpose																	
<i>ServSafe Manager Review – ServSafe</i>	12 min	Reviews certification standards																	
<i>HACCP Principles Explained – FDA</i>	8 min	Reinforces food safety systems																	
<i>Time & Temperature Controls – Always Food Safe</i>	7 min	Reinforces TCS food handling																	
<i>How Inspections Work – StateFoodSafety</i>	6 min	Explains health inspection expectations																	
<i>Allergen Management in Restaurants – FARE</i>	5 min	Reinforces allergen prevention																	
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. How can leadership improve food safety culture in a kitchen? 2. Describe how HACCP principles support customer safety. 3. Why is accountability important in foodservice management? 																			
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work <p>11.6 Food Managers Practice exam</p>	<p>Common Summative Assessment</p> <p>Complete ANSI Food Safety Manager Certification</p>																		

--	--

Priority Standard 12.1 Food Allergen Certification

Priority Standard 12.1- Food Allergen Certification (Always Food Safe)

Big Idea(s):
 1. Understanding of different food allergies can prevent serious injury or even death.

Essential Question(s):
 1. Why is it important to provide food allergen information to customers?
 2. How can you communicate with customers about food allergens?
 3. How does sanitation and proper personal hygiene play a role in the prevention of cross contact allergens?

Vocabulary Presentation:
 1.Allergen
 2.Symptom
 3.Reaction
 4.Severe
 5.Anaphylactic Shock
 6.Constricted
 7.Abdominal
 8.Cross-Contact
 9.Precaution
 10. Nausea

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.1.1 Common allergens	<ul style="list-style-type: none"> ● Identify Nine common food allergies <ul style="list-style-type: none"> ○ Milk ○ Eggs ○ Fish ○ Shellfish ○ Tree Nuts ○ Peanuts ○ Wheat ○ Soybeans ○ Sesame
12.1.2 Allergen Laws, Training & Exposure	<ul style="list-style-type: none"> ● Identify laws regarding essential training around allergens.

	<ul style="list-style-type: none"> ● Allergen Poster Health Act 23-115 ● Explain and identify signs of exposure: <ul style="list-style-type: none"> ○ Hives ○ Flushed skin or rash ○ Tingling or itchy sensation in the mouth ○ Face, tongue, or lip swelling ○ Vomiting and or diarrhea ○ Abdominal cramps ○ Coughing or wheezing ○ Dizziness and or lightheadedness ○ Swelling of the throat and vocal cords ○ Difficulty breathing ○ Loss of consciousness ● Define and Recognize signs and symptoms of anaphylactic shock (constricted airways, lowered blood pressure, shock, suffocation by swelling of the throat)
<p>12.1.3 Cross contact / contamination / Recipe development & Communication</p>	<p>Consider safe and appropriate practices such as communication methods, recipe creation, developing a system, adapting a recipe for an Allergy sufferer, suppliers and storage and will be able to:</p> <ul style="list-style-type: none"> ● Detail how to create a simple system to manage the use of allergenic ingredients ● State the importance of clear communication in the use of allergenic ingredients ● Explain how to create recipe and customer ingredient information sheets ● Give examples of how to adapt a recipe or dish for an allergy sufferer ● State the importance of appropriate suppliers and delivery ● Detail dry, chilled and frozen storage procedures to reduce the risks of cross contamination <p>Explain the main dangers involved at the following key stages, Food Preparation – Cook – Assembly of Dish, Front of House Service and will be able to:</p> <ul style="list-style-type: none"> ● The server will ask customers if they have any allergies when greeting guests in the dining room ● Explain the importance of good management systems and clear communication between staff and customer ● Give examples of the steps required to avoid cross contamination ● Give examples of the main danger points in a self-service area ● Describe the important role front of house staff can play in preventing cross contamination

12.1.4 Sanitation, Personal Hygiene & Prevention

State the importance that cleaning and personal hygiene play in helping to reduce cross contamination and will be able to:

- Explain the importance of cleaning, and handwashing in helping to reduce cross-contamination
- State the importance of personal hygiene in food handling
- Detail the required cleaning procedures for a kitchen
- Explain how and when to wash
- Detail the required cleaning procedures for front of house areas such as workstations and self-service areas
- State the importance of cleaning schedules
- Describe how thorough cleaning of Front of House can reduce the risks of cross contamination

Resources -

- Culinary Essentials, Chapter 1, teacher resources
- Always safe foods certification and course: [allergen chapters 1-6](#)
- [FDA resources](#)
- [CDC allergen resources](#)
- [USDA resources](#)
- [FAACT resource](#)

Video Resource	Length	Purpose
<i>The 9 Major Food Allergens – FARE</i>	6 min	Identifies major allergens
<i>Preventing Cross Contact – ServSafe</i>	7 min	Reinforces allergen safety
<i>Anaphylaxis Explained – CDC</i>	5 min	Explains emergency response
<i>Restaurant Allergen Protocols – NRAEF</i>	8 min	Connects allergens to operations
<i>Food Allergy Awareness – TED-Ed</i>	6 min	Builds empathy and awareness

VOG Reflection Questions:

1. Why is allergen awareness critical in foodservice operations?
2. Describe how communication helps prevent cross-contact.
3. How can empathy improve customer service related to food allergies?

Common Formative Assessments

- Unit Assessment
- Vocabulary Quiz
- VOG Writing Reflection
- Unit Math Worksheet
- Daily Production Grading
- Creating Plan of Work

Common Summative Assessment

- Summative assessment: Final test/ certification

<ul style="list-style-type: none"> Food Manager Practice Test 	
--	--

Priority Standard 12.2 International Cuisine

Priority Standard 12.2 – International Cuisine

Big Idea(s):

- Every country has its own cuisine based on indigenous foods, culture and local traditions.
- A chef's ability to prepare international cuisines increases their knowledge and marketability.

Essential Question(s):

Why is it important for a chef to be able to research and create different cultures' cuisines?

How do global influences affect regional menu planning?

How does history play a role in the evolution of food influences in a region?

Vocabulary Presentation

- Regional
- Topography
- Climate
- Indigenous
- Global
- Ethnic
- Influence
- Culture
- Colonialism
- Geography

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.2.1. Global influences	<ul style="list-style-type: none"> Identify and discuss factors that influence a country's cuisine. <ul style="list-style-type: none"> Religion restrictions Geography Economic state Climate Culture
12.2.2 Indigenous foods	<ul style="list-style-type: none"> Define the term indigenous and how it applies to cultural cuisine American indigenous ingredients <ul style="list-style-type: none"> Examine how history, travel and colonialism affect current food availability
12.2.3 Regional cuisine <ul style="list-style-type: none"> SCAP Task 1 	<ul style="list-style-type: none"> Select a regional cuisine and create a research paper capturing the follow details: Describe the influences of local and foreign cultures on this cuisine Discuss traditional cooking techniques used in this culture

--	--

Resources –

- Senior Culinary Arts Project Packet
- Culinary Essentials Textbook
- [Evolution of food](#)
- [Colonization of native american cuisine](#)

Video Resource	Length	Purpose
<i>World Cuisines Overview</i> – CIA	10 min	Introducing global culinary traditions
<i>Street Foods Around the World</i> – National Geographic	8 min	Explores cultural food practices
<i>French vs Italian Cuisine</i> – Food Insider	7 min	Compares culinary traditions
<i>Asian Flavor Profiles</i> – ChefSteps	9 min	Demonstrates regional ingredients
<i>Cultural Respect Through Food</i> – TEDx	6 min	Connects food and diversity

VOG Reflection Questions:

1. How does food connect to culture and identity?
2. Describe how learning international cuisines expands your culinary skills.
3. Why is cultural respect important in hospitality careers?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 	<p>Common Summative Assessment</p> <p>Create SCAP Research Paper Draft</p>
--	--

Priority Standard 12.3 Menu Development and Nutrition

Priority Standard 12.3 - Menu Development and Nutrition
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. A varied menu with healthy options is essential in attracting a sustainable clientele.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What influences need to be considered when developing a menu? 2. Why is it important to have a varied menu? 3. What are the USDA guidelines when it comes to MY PLATE?
<p>Menu Development Vocabulary</p>
<p>1.Menu</p>

- 2. Menu Style
- 3. Ethnic
- 4. Accompaniment
- 5. Truth-in-menu
- 6. Operating Cost
- 7. Costing Method
- 8. Competitor
- 9. Psychological
- 10. Entice

Nutritional Vocabulary

- 1. Nutrient
- 2. vitamin
- 3. Mineral
- 4. Fat (saturated/monounsaturated/polyunsaturated)
- 5. Hydrogenated
- 6. Protein
- 7. Carbohydrate
- 8. Additive
- 9. Fiber
- 10. Soluble

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.3.1. Menu Planning & Influences	<ul style="list-style-type: none"> ● Explain the influences of menu development: target customers, prices, food types, the facility's equipment, worker skills and current food trends ● Analyze the menu served in the school's restaurant and point out the factors that were considered when planning this menu.
12.3.2. Menu Styles	<ul style="list-style-type: none"> ● List and explain the types of menus that are found in restaurants, Static and Cycle Menus, A la carte and Table d'hôtel and Prix Fixe ● Identify the school restaurant menus that were served during the previous cycle and assign a menu category for each
12.3.3. Menu development	<ul style="list-style-type: none"> ● Create menus that contain items from a typical breakfast, lunch, and dinner menu.
12.3.4. Menu Principles	<ul style="list-style-type: none"> ● Analyze a typical menu served in the school's restaurant and see if it contains the following principles: Variety, Balance, Menu Truthfulness, Nutrition and Flexibility. ● Cite at least three plates that incorporate the above five principles.
12.3.5. Menu Categories	<ul style="list-style-type: none"> ● Explain the following menu categories, Appetizers, Soups, salads, Cold Entrees,

	<p>Hot Entrees, Sandwiches, Accompaniments, Desserts, Cheeses and Beverages.</p>
<p>12.3.6. Nutrition</p>	<ul style="list-style-type: none"> ● Define the six essential nutrients: Carbohydrates, Proteins, Fats, Vitamins, Minerals and Water. ● Cite two examples of each Nutrient found in the foods that we eat and serve ● Identify alternate sources of these nutrients and how they can be incorporated into a daily menu. ● Classify foods that we serve in the school's restaurant with the six nutrients studied in this module
<p>12.3.7. Guidelines, Trends & Analysis</p> <ul style="list-style-type: none"> ● SCAP Task 2 ● SCAP Task 3 	<ul style="list-style-type: none"> ● Classify categories and portion sizes recommended by the USDA's new "MY Plate". ● Compare it to the previously recommended USDA food pyramid. Cite the modifications and explain why these were made. ● Analyze a menu served in our dining room and compare it with the USDA "MY Plate". ● Explore changes that will bring menu items into alignment with the USDA guidelines. ● Identify food additives in reading food labels ● Discuss food additives and dietary restrictions ● Utilizing the research paper from SCAP 1, create an international menu using indigenous ingredients. ● Create recipe cards for the SCAP menu.

Resources –

- Culinary Essentials Chapter 11 & 12
- [USDA nutrition and menu planning](#)
- [My PLATE](#)
- [Food and nutrition USDA](#)
- [Harvard my plate](#)
- [Dietary Guidelines for Americans](#)

Video Resource	Length	Purpose
<i>Menu Engineering Basics</i> – National Restaurant Association	9 min	Introduces menu strategy
<i>Nutrition Label Reading</i> – FDA	6 min	Reinforces nutrition analysis
<i>Balanced Menu Planning</i> – CIA	8 min	Connects nutrition and menu writing
<i>Healthy Cooking Techniques</i> – TED-Ed	5 min	Supports wellness integration

<i>Restaurant Menu Psychology – Toast POS</i>	7 min	Explains menu layout and sales
---	-------	--------------------------------

VOG Reflection Questions:	
<ol style="list-style-type: none"> 1. How does menu planning balance nutrition, cost, and customer appeal? 2. Describe how nutrition influences food choices and menu design. 3. Why is creativity important in menu development? 	
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work • Create SCAP menu draft 	<p>Common Summative Assessment</p> <ul style="list-style-type: none"> • Nutrition and menu planning quiz • Finalize SCAP MENU

Priority Standard 12.4 Cost Controls

Priority Standard 12.4 - Cost Controls	
Big Idea(s):	
<ol style="list-style-type: none"> 1. Controlling cost is a key component in operating a successful business. 	
Essential Question(s):	
<ul style="list-style-type: none"> • What is "Food cost" and why is it important? • What are factors that can influence the cost of menu items? • How does monitoring inventory and purchasing costs affect profit? 	
<u>Vocabulary Presentation</u>	
<ol style="list-style-type: none"> 1.Yield 2.Standardized 3.Portion 4.Quantity 6.Ingredient 7.Conversion 8.Percentage 9.Integrate 10.Requisition 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.4.1. Unit costs & Yield	<ul style="list-style-type: none"> • Analyze factors that affect yield.

	<ul style="list-style-type: none"> ● Calculate and define unit costs ● Perform yield tests <ul style="list-style-type: none"> ○ Raw Yield ○ Yield Percent ○ Shrinkage
<p>12.4.2. Controlling Costs</p>	<ul style="list-style-type: none"> ● Define Food cost as a percentage of sales ● Integrate portion control techniques ● Compare and contrast purchasing practices ● Best inventory practices <ul style="list-style-type: none"> ○ Specifying inventory units i.e. (e.g., box, cs, lbs., etc.) ● Summarize techniques for controlling theft and waste
<p>12.4.3. Costing Terminology & Application</p> <p>● SCAP TASK 4</p>	<ul style="list-style-type: none"> ● Define recipe costing vocabulary. ● Costing Form <ul style="list-style-type: none"> ○ EP (edible portion) ○ AP (as purchased) ○ Unit Cost ○ Ingredient Cost ○ Q - Factor ● Recognize parts to a recipe costing form. ● Calculate recipes using a costing sheet. ● Apply formulas to cost recipes (see resources) ● Create a costing worksheet for each themed menu recipe
<p>12.4.4 Requisition List</p> <p>● SCAP TASK 5</p>	<ul style="list-style-type: none"> ● Create and submit one (1) requisition list for all themed menu recipes for SCAP.

Resources -

- * SCAP Package
- Costing online resource:
 - [Yield test](#)
 - [CIA kitchen calculations](#)
 - [Penn state worksheet practice](#)
 - [Sample menu costing worksheet](#)

Video Resource	Length	Purpose
<i>Food Cost Percentage Explained</i> – RestaurantOwner.com	8 min	Reinforces cost control concepts
<i>Inventory Basics for Restaurants</i> – Toast POS	7 min	Demonstrates inventory management

<i>Portion Control Techniques – ProStart</i>	6 min	Connects consistency and profitability
<i>Recipe Costing Tutorial – Culinary Finance</i>	9 min	Demonstrates recipe costing
<i>Reducing Food Waste – TED-Ed</i>	5 min	Connects sustainability and cost control

VOG Reflection Questions:

1. How does waste reduction improve restaurant profitability?
2. Describe how portion control impacts food cost and consistency.
3. Why is financial responsibility important in culinary operations?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work • Costing quiz 	<p>Common Summative Assessment</p> <ul style="list-style-type: none"> • Finalize SCAP COSTING and REQUISITION menu sheet
--	---

Priority Standard 12.5 Careers and College Exploration

Priority Standard 12.5 - Careers and College Exploration

Big Idea(s):

1. The food service industry offers many challenging and rewarding career opportunities.
2. There are a variety of job opportunities available in the food industry. In addition to food production, there are also jobs in service, management and other areas.

Essential Questions:

1. A career in food services involves various roles that require a combination of technical skills and interpersonal abilities. What are some of these roles, and how do they differ from one another?
2. How do I get into cooking with no experience?
3. What effect will college have on my culinary career?
4. How can I personalize my career pathway in food services?

Vocabulary Presentation:

1. Articulation Agreements
2. Entry-Level
3. Internship
4. Cross-Train
5. Line Cooks/Station Cooks
6. Career pathways
7. Employability
8. Work Ethic
9. Post-Secondary
10. "Soft Skills"

Glossary [Culinary Vocabulary](#)

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

12.5.1 Job Opportunities

- List career opportunities in the food service field
- Describe employment requirements for various food service jobs
 - Education
 - Prior experience
- Relate skills & characteristics necessary succeed in food service
 - Work ethic & Endurance
 - Communication & Customer Service
 - Respectful & Positive Attitude
 - Problem Solving / Critical Thinking

12.5.2

Post-secondary Education Work Ready

- Recalling post-secondary schools
 - NEASC Accredited colleges
 - PACT Community college degree programs (Manchester & Gateway) \$FREE\$
 - Johnson & Wales
 - Culinary Institute of America
- Complete Community College visit
- Compare and contrast college articulated agreements and cost of AOS degree for above colleges.
- Complete FASTA form for free education
- Define the term post-secondary education and its effect on career opportunities
 - Studies show those with a degree earn higher
- Describe entry level employment opportunities

	<ul style="list-style-type: none"> ○ WBL ○ On the job training 																		
<p>12.5.3 Credentials & Work Ready</p>	<ul style="list-style-type: none"> ● Discuss Culinary Credentials in alignment with industry needs. <ul style="list-style-type: none"> ○ Food Handler ○ Restaurant Server ○ Food protection manager ○ Food Allergens ● List and discuss work ready skills & behaviors <ul style="list-style-type: none"> ○ Be confident in culinary knowledge and skills ○ Be punctual, professional clean uniform, dependable, good attitude, ○ Time management and hard work ethic ○ Lifelong learner 																		
<p>VOG Reflection Questions:</p> <ol style="list-style-type: none"> 1. What steps are you taking to prepare for your career after graduation? 2. How have your culinary experiences shaped your future goals? 3. Why are professionalism and networking important for career success? 																			
<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet ● Daily Production Grading ● Creating Plan of Work ● Name several career paths in culinary arts 	<p>Common Summative Assessments</p> <ul style="list-style-type: none"> ● SCAP Reflection Paper 																		
<p>Resources: Culinary Essentials chapters 3,4</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Video Resource</th> <th style="text-align: center;">Length</th> <th style="text-align: center;">Purpose</th> </tr> </thead> <tbody> <tr> <td><i>Hospitality Careers of the Future</i> – NRAEF</td> <td style="text-align: center;">8 min</td> <td>Explores emerging culinary careers</td> </tr> <tr> <td><i>Building a Culinary Portfolio</i> – CIA</td> <td style="text-align: center;">7 min</td> <td>Prepares students for college/careers</td> </tr> <tr> <td><i>LinkedIn for Students</i> – LinkedIn Learning</td> <td style="text-align: center;">6 min</td> <td>Reinforces networking skills</td> </tr> <tr> <td><i>Scholarships for Culinary Students</i> – Johnson & Wales</td> <td style="text-align: center;">5 min</td> <td>Connects students to opportunities</td> </tr> <tr> <td><i>How to Build a Resume</i> – Indeed Career Guide</td> <td style="text-align: center;">6 min</td> <td>Reinforces employability</td> </tr> </tbody> </table>		Video Resource	Length	Purpose	<i>Hospitality Careers of the Future</i> – NRAEF	8 min	Explores emerging culinary careers	<i>Building a Culinary Portfolio</i> – CIA	7 min	Prepares students for college/careers	<i>LinkedIn for Students</i> – LinkedIn Learning	6 min	Reinforces networking skills	<i>Scholarships for Culinary Students</i> – Johnson & Wales	5 min	Connects students to opportunities	<i>How to Build a Resume</i> – Indeed Career Guide	6 min	Reinforces employability
Video Resource	Length	Purpose																	
<i>Hospitality Careers of the Future</i> – NRAEF	8 min	Explores emerging culinary careers																	
<i>Building a Culinary Portfolio</i> – CIA	7 min	Prepares students for college/careers																	
<i>LinkedIn for Students</i> – LinkedIn Learning	6 min	Reinforces networking skills																	
<i>Scholarships for Culinary Students</i> – Johnson & Wales	5 min	Connects students to opportunities																	
<i>How to Build a Resume</i> – Indeed Career Guide	6 min	Reinforces employability																	

Priority Standard 12.6 Vision of a Graduate: Work Ready / Networking

Priority Standard - 12.6 Vision of a Graduate: Work Ready / Networking	
Big Idea(s): 1. Graduating students are expected to enter the workforce with job-ready skills while actively building professional networks that support long-term career opportunities	
Essential Question(s): 1. How does Professionalism make you Work ready? 2. How can you market yourself to other professionals? 3. What professional organizations are out there for chefs?	
Vocabulary 1.Recommendation - Reference - Validate 2.Networking / network 3.Trade Publication 4. Temp Agencies 5.Affiliation 6.Integrate 7.Attribute 8.Interpret 9.Credential 10.Expectations	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.6.1 Being Work ready	<p>Students will reflect on the skills and abilities that will make them work ready.</p> <ul style="list-style-type: none"> ● Demonstrate professional behavior and integrity by being <ul style="list-style-type: none"> ○ Punctual ○ Reliable ○ Accountable ○ Trustworthy ● Effective communication in various formats: <ul style="list-style-type: none"> ○ Verbal ○ Written ○ Nonverbal ○ Active listening ● Collaborate with classmates to demonstrate working together on shared goals, contributing ideas, resolving conflicts and respecting each other. ● Demonstrate taking initiative by showing self-motivation, setting goals, managing time and seeking out professional growth opportunities. ● Exhibit leadership qualities: <ul style="list-style-type: none"> ○ Decision Making

	<ul style="list-style-type: none"> ○ Delegation ○ Motivating others ○ Planning and organizing ○ Prioritizing work ● Reflect on current work-ready skills and attributes and develop an action plan for targeted personal growth.
<p>12.6.2 Networking</p> <ul style="list-style-type: none"> ● Building a network 	<ul style="list-style-type: none"> ● Recognize the importance friends and classmates are to you getting a job. ● Assess the value your teachers play in recommending you for a job. ● Validating the importance of professional job reference.
<p>12.6.3 Professional organizations</p> <ul style="list-style-type: none"> ● Affiliations 	<ul style="list-style-type: none"> ● Research into how being a member of a professional organization will increase your odds of getting a job. <ul style="list-style-type: none"> ○ National/ Connecticut Restaurant Association ○ American Culinary Federation ○ Trade publications ● Research trade publications to look for jobs.
<p>12.6.4 Employment agencies</p>	<ul style="list-style-type: none"> ● Compare and contrast different employment agencies that will aid in job searching. <ul style="list-style-type: none"> ○ The Internet ○ Temp hiring agencies ○ Disney ○ Cruise ships ○ Casinos
<p>12.6.5 Resume</p> <ul style="list-style-type: none"> ● Professional writing 	<ul style="list-style-type: none"> ● Review portfolio resume with culinary instructor <ul style="list-style-type: none"> ○ Knowledge and skills sections ○ Integrate culinary credentials ○ Incorporate aspects of Senior Culinary Arts Project (SCAP)
<p>12.6.7 Interview Skills</p> <ul style="list-style-type: none"> ● Expectations ● Practice 	<ul style="list-style-type: none"> ● Identifying professional attire and personal grooming when attending interviews ● Review Vision of Graduate (VOG) attributes for job readiness ● Interpret employer expectations from Program Advisory Committee (PAC) members

	<ul style="list-style-type: none"> ● Conduct mock interview with PAC industry professionals ● Analyze hourly wages job offers which may include health benefits or not. ● Incorporate SCAP binder into job interview
--	---

VOG Reflection Questions:

1. How have you demonstrated work-ready behaviors throughout this program?
2. Describe how networking can create career opportunities.
3. Why is professionalism important when building workplace relationships?

Video Resource	Length	Purpose
<i>Professional Networking Skills</i> – LinkedIn Learning	8 min	Builds networking confidence
<i>Workplace Etiquette</i> – Skills to Pay the Bills	7 min	Reinforces professionalism
<i>Leadership in Hospitality</i> – TEDx	9 min	Encourages leadership development
<i>How to Introduce Yourself Professionally</i> – Indeed	5 min	Improve communication skills
<i>Customer Service Excellence</i> – Disney Institute	8 min	Reinforce hospitality standards

Resources -

- Culinary Essentials Book Pages 93 – 96
- www.acfchefs.org
- [Escoffier networking tips](#)
- [We are chefs](#)

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> ● Unit Assessment ● Vocabulary Quiz ● VOG Writing Reflection ● Unit Math Worksheet ● Daily Production Grading ● Creating Plan of Work 	<p>Common Summative Assessment</p> <p>Embed career exploration throughout curriculum</p>
---	---

Priority Standard 12.7 Restaurant Management

Priority Standard 12.7 - Restaurant Management	
<p>Big Idea(s):</p> <ol style="list-style-type: none"> 1. Understanding food safety regulations impact the daily operations of a restaurant. 2. Restaurant managers use financial data to make informed decisions that enhance operational efficiency. 	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What leadership skills are necessary in a restaurant manager? 2. Why is delegation important in effective management? 3. How do effective management practices in a restaurant contribute to overall customer satisfaction and business success? 	
<p>Vocabulary Presentation</p> <ol style="list-style-type: none"> 1. Time Management 2. Profit Margin 3. Expense 4. Human Resource / Morale 5. Prioritize 6. Delegate 7. Par Stock 8. Hierarchy 9. Forecasting 10. Inventory 8. Accounting 9. Contingency 10. Rationalization 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.7.1. Manager Skills	<ul style="list-style-type: none"> ● Explain the following management qualities. <ul style="list-style-type: none"> ○ Time Management ○ Resource Management ○ Communication ○ Leadership ○ Vision of the graduate
12.7.2. Workplace Communication	<ul style="list-style-type: none"> ● Apply effective restaurant communication, on all levels of a working kitchen, ● Actively demonstrate an open-door policy between student, customer, and chef instructor. ● Explain the importance of an open line of communication that should exist between management, co-workers, and customers.

<p>12.7.3 Time Management</p>	<ul style="list-style-type: none"> ● Explain and demonstrate time management and its importance to the restaurant business. ● Demonstrate how to create a station/kitchen list, prioritizing the workload. ● Explain the importance of station organization and the effect it has on time management. ● Explain the cost of doing business from a labor standpoint, and how effective time management has an impact on the bottom line of a restaurant's profit and loss statement.
<p>12.7.4 Leadership Characteristics</p>	<ul style="list-style-type: none"> ● Model leadership behaviors in the kitchen. ● Explain how an effective manager should coach, direct, delegate, communicate and support the staff. ● Discuss the importance of motivating staff to improve morale. ● Discuss how accountability affects climate and profitability.
<p>12.7.5 Hierarchy Roles & Responsibility</p>	<ul style="list-style-type: none"> ● Identify the various positions of management throughout foodservice establishments. ● List the responsibilities required for each level of the hierarchy
<p>12.7.6. Inventory Control</p>	<ul style="list-style-type: none"> ● Explain how to establish par stock ● Demonstrate how to take a monthly inventory and explain the importance of accuracy, and the role that it plays in cost control.
<p>12.7.7 Planning</p> <ul style="list-style-type: none"> ● Importance ● SCAP TASK 6 	<ul style="list-style-type: none"> ● Identify the importance of developing daily, weekly, monthly plans and adhering to implementation schedules. ● Demonstrate application of time management in developing successful plans ● Plan of Work <ul style="list-style-type: none"> ○ <i>Create two "Plans of Worksheets using the template provided, one for the senior student and the second for the freshmen student helper. Freshman's plan of work should be in alignment with freshman competencies</i>

Resources -

- Culinary Essentials, Chapters 7 & 8
- [Food entrepreneurs](#)
- [National Restaurant Association](#)
- [Restaurant management and more multiple resource](#)

Video Resource	Length	Purpose
<i>Restaurant Management Basics</i> – NRAEF	10 min	Introducing restaurant operations
<i>Scheduling & Labor Costs</i> – Toast POS	7 min	Explains labor management
<i>Leadership in the Kitchen</i> – Bon Appétit	8 min	Demonstrates management skills
<i>Handling Customer Complaints</i> – Hospitality Academy	6 min	Reinforces problem solving
<i>Restaurant Startup Essentials</i> – RestaurantOwner.com	9 min	Connects operations and entrepreneurship

VOG Reflection Questions:

1. How does leadership influence restaurant success?
2. Describe how communication impacts restaurant operations.
3. Why is problem solving important for managers in hospitality?

<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Unit Assessment • Vocabulary Quiz • VOG Writing Reflection • Unit Math Worksheet • Daily Production Grading • Creating Plan of Work 	<p>Common Summative Assessment</p> <ul style="list-style-type: none"> Business plan project Embed project rubric SCAP Plan of work
--	---

Priority Standard 12.8 SCAP Capstone Project

Priority Standard 12.8 – SCAP Capstone Project Reflection

Big Idea(s):

1. Reflection is a beneficial practice in learning; yearend reflection promotes metacognitive learning where students intentionally think about what they have learned.

Essential Question(s):

1. Why is self-reflection important?
2. How have you grown in your time at Culinary?
3. What knowledge and skills have you learned?

Vocabulary Presentation
Metacognitive

1. Articulated
2. Appraise
3. Encompassed
4. Competencies
5. Credential
6. Accumulate
7. Evidence / Artifacts

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

12.8.1. Research and development

- Research the cuisine of an unfamiliar place then based on that research:
 - Write a well-articulated research paper
 - Create a 4-course menu
 - Develop recipe cards
 - Analyze and cost recipes
 - Devise a plan of work
 - Execute menu

12.8.2 Experience Reflection

- Recall and identify culinary learning experiences throughout High School
- Review culinary skills wall charts and evaluate work ready competencies
- Appraise the value of CTECS' culinary credentials
- Write a well-developed reflection paper based on the experiences encompassed in SCAP through their senior year

12.8.3 Work Ready

- SCAP Task 7
- SCAP Task 8 & 9

- Utilizing the accumulated culinary knowledge and skills, students will produce 8 portions of their researched international menu in the culinary restaurant.
- Using prior learning and experience reflections, prepare & present oral presentations for peers and faculty.
 - Minimum of 6 slides
 - Photos on each slide including those from your practical.
 - Presentation should be 5 minutes long
- Explore the concept of metacognitive learning (students intentionally thinking about their learning process).

Resources -

- Senior Culinary Arts Project Packet

Video Resource	Length	Purpose
<i>Capstone Project Planning</i> – Edutopia	7 min	Supports project organization
<i>Presentation Skills for Students</i> – TED-Ed	6 min	Build communication confidence
<i>Professional Portfolio Development</i> – CIA	8 min	Reinforces career readiness
<i>Time Management Strategies</i> – Khan Academy	5 min	Supports project completion
<i>Reflective Learning Practices</i> – Edutopia	6 min	Encourages reflection and growth

VOG Reflection Questions:

1. What skills are you most proud of developing during your culinary education?
2. Describe a challenge you overcame during your capstone project.
3. How has this project prepared you for college or career readiness?

Common Formative Assessments

- Unit Assessment
- Vocabulary Quiz
- VOG Writing Reflection
- Unit Math Worksheet
- Daily Production Grading
- Creating Plan of Work

Common Summative Assessment

SCAP

Priority Standard 12.9 Entrepreneurship

Priority Standard 12.9 - Entrepreneurship

Big Idea(s):

2. The Role of Innovation in Food Service Entrepreneurship: Understanding how new ideas and technologies can transform the food industry and create competitive advantages.
3. Sustainability and Ethical Practices in Food Services: Exploring the importance of sustainable practices and ethical sourcing in attracting consumers and ensuring long-term success.

Essential Question(s):

1. How can entrepreneurs in the food service industry effectively identify and respond to consumer trends?
2. What are the key components of a successful business model in the food service sector?
3. In what ways do regulations impact the operations and growth of food service businesses?

Vocabulary Presentation:

1. Entrepreneurship,
2. Business Plan,
3. Target Audience,
4. Sustainability,
5. Ethical Sourcing,
6. Executive Summary,
7. Vision,
8. Mission.
9. Market Analyses,
10. Innovation,
11. Competition Analyses,
12. Operational plan,
13. Organizational Plan,
14. Financial plan,
15. Contingency Plan,

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.9.1. Entrepreneurship	<ul style="list-style-type: none"> ● Define entrepreneurship ● Compare and contrast the pros and cons of being an entrepreneur. ● Identify the characteristics of a successful entrepreneur. ● Share a family member entrepreneur story
12.9.2. Business plan initial steps	<ul style="list-style-type: none"> ● Define a Business Plan (BP) and discuss its importance. ● Identify key components of a Business Plan ● What Market research is needed in a BP? ● Define Target audience and customer experience. ● Create a business description, Vision ● Conduct a competitor analysis and discuss Market saturation. ● Discuss why inventory of personal abilities and self-assessment is important? ● Define the differences between an operational and an organizational plan.
12.9.3. Laws & Financials	<ul style="list-style-type: none"> ● Research how zoning and building regulations can affect your BP. ● Explore the key financial components of a Business Plan. ● Define financial risk and profitability. ● Research how marketing affects your business.
12.9.4 Presentation	<ul style="list-style-type: none"> ● Identify support documents needed to support BP ● Discuss why a contingency plan may be useful. ● Understand partnerships ● Discuss why confidence in a product can affect a positive / negative outcome.

12.9.5 Business Plan

Create a Business Plan using the following criteria.

- Executive summary – A brief recounting of the purpose of the business
- Management team plan - team's qualification
- Company Description – Outlines business concept, goals and objectives.
- Vision and Mission – guiding principles of operation
- Market Analysis – research customer demographics to define the target market.
- Competition Analysis- who are your competitors?
- Marketing Analysis – plan to market goods
- Operational Plan – include all the operational processes to run the business, Zoning, legal restrictions, government Requirements, permits
- Organizational Plan – legal structure, record keeping and insurance
- Financial Plan – Present finances, growth forecasts and rationalization
- Contingency plan – plan to minimize risk
- Plan Presentation – professional business appeal, support documents and confident leadership, belief in your product.

Resources -

- Culinary Essentials Book Pages 73 – 78
- www.acfchefs.org
- [Escoffier networking tips](#)
- [We are chefs](#)

Video Resource	Length	Purpose
<i>Starting a Food Business</i> – SCORE	10 min	Introduces entrepreneurship basics
<i>Food Truck Business Model</i> – CNBC Make It	8 min	Exploring culinary startups
<i>Marketing for Restaurants</i> – Toast POS	7 min	Reinforces branding and promotion
<i>How to Write a Business Plan</i> – SBA	9 min	Build business planning skills
<i>Entrepreneur Mindset</i> – TEDx	6 min	Encourages innovation and leadership

VOG Reflection Questions:

1. What qualities are important for becoming a successful entrepreneur?
2. Describe how creativity and innovation can support a food business.
3. Why are leadership and financial planning important in entrepreneurship?

Common Formative Assessments

- Unit Assessment
- Vocabulary Quiz
- VOG Writing Reflection
- Unit Math Worksheet
- Daily Production Grading
- Creating Plan of Work

District Summative Assessment

- Create a Business plan and present it to classmates