

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA100 DEMONSTRATE SAFETY PROCEDURES

**Unit Number:** PA 100

**Dates:** Fall 2019 **Hours:** 60

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**Unit Description/Objectives:**

Student will know and be able to handle food safely, the flow of food, HACCP System, fire safety, accidents and injuries, work flow, receiving and storage, preparation and cooking equipment and knife safety. The student will follow all procedures according to NSF guidelines and the program's policies.

**Tasks:**

PA101 - Wear appropriate apparel in the food preparation area.

PA102 - Demonstrate safe use of cutting tools.

PA103 - Demonstrate procedures for safe lifting and carrying of heavy objects.

PA104 - List common causes of typical accidents and injuries in the food service industry.

PA105 - Follow appropriate emergency procedures for kitchen and dining room injuries.

PA106 - Describe appropriate types and use of fire extinguishers used in the food service area.

PA107 - Pass safety tests for all motor-driven and stationary equipment.

PA108 - Complete safety checklist and demonstrate general safety procedures in a food preparation area.

PA109 - Recognize safe design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).

PA110 - Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

*Supporting Standards/Anchors*

CC.3.5.11-12-C Follow precisely a complex multistep procedure.

CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form.

## Connecting Standard/Anchor

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information

### Supporting Standards/Anchors

CC.3.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.  
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  
CC.3.5.11-12-C Follow precisely a complex multistep procedure.  
CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form.

## Instructional Activities:

### Knowledge:

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects  
Identify biological, chemical, and physical hazards  
Identify the following terms:  
bacteria  
cross-contamination  
direct contamination  
foodborne illness  
fungi  
parasites  
pathogen  
sanitizing  
viruses  
temperature danger zone  
warewashing  
FIFO  
HACCP  
critical control point  
safety data sheet  
food spoilage indicator

### Skill:

Identify common accidents and injuries  
Demonstrate basic safety guidelines to prevent accidents and injuries  
Demonstrate proper first aid and emergency procedures  
Understand safety as an ongoing process  
Demonstrate knowledge of the importance of food safety  
Demonstrate good grooming and personal hygiene habits  
Demonstrate proper cleaning and sanitizing of work area and tools  
Demonstrate proper disposing of waste and recycling  
Identify ways to control pests  
Identify parts of a knife  
Selecting the appropriate knife  
Identify different types of knives and demonstrate proper use of a knife  
Identify agencies and organizations responsible for regulating food safety standards

Explain how pathogens cause foodborne illness  
Explain why some people are more susceptible to foodborne illness  
Describe biological contaminants that can be found in food  
Describe the factors that contribute to bacterial growth  
Define the temperature range known as the temperature danger zone  
Identify types of physical contaminants that can be found in food  
Identify types of chemical contaminants that can be found in food  
List the accepted personal hygiene practices for foodservice staff  
Demonstrate proper hand washing  
List circumstances under which gloves should be worn  
Describe common sanitizers in foodservice operations  
Demonstrate warewashing in a compartment sink and using a dish machine  
Describe how to keep food safe as it moves through the flow of food  
Explain the importance of properly preparing food  
Describe the Hazard Analysis Critical Control Points (HACCP) principles  
Identify the components of fire safety  
Explain the purpose of a safety data sheet  
List common injuries that occur in the professional kitchen

**Remediation:**

Review with Teacher / Instructional Assistant  
Individual Tutoring  
Re-teach  
Study Guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufacturer's directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Kitchen equipment

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA200 FOLLOW SANITATION PROCEDURES  
**Unit Number:** PA 200

**Dates:** Fall 2019 **Hours:** 60

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**Unit Description/Objectives:**

Student will know and be able to follow proper safety and sanitation procedures for using equipment and handling food to prevent food borne illness according to the ServSafe National Standards.

**Tasks:**

PA201 - Demonstrate good personal hygiene and health practices that must be followed in the food service area.

PA202 - Demonstrate the difference between cleaning and sanitizing equipment and facilities.

PA203 - Identify proper waste disposal methods and recycling.

PA204 - Maintain and develop schedule and procedures for sanitizing equipment and facilities.

PA205 - Demonstrate precautions to follow when handling blood borne pathogens (ECP).

PA206 - List reasons for and signs of food spoilage and contamination.

PA207 - Describe cross-contamination and acceptable procedures to follow when preparing and storing for temperature control safety (TCS) of foods.

PA208 - Identify the Hazard Analysis Critical Control Point (HACCP) during all food handling processes as a method for minimizing the risk of food borne illness.

PA209 - Describe laws and rules of the regulatory agencies governing sanitation and safety in food service operations.

PA210 - Describe and demonstrate Serv Safe certification requirements.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems..

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.

11.3.12.C Evaluate sources of food and nutrition information.

11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

*Connecting Standard/Anchor*

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words

*Supporting Standards/Anchors*

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

**Instructional Activities:**

**Knowledge:**

Complete ServSafe study guide

Participate in discussion of examples of safe use of tools and equipment

Complete assigned reading

Practice in kitchen lab proper sanitation guidelines

Discuss situational examples related to work environment

Describe cross-contamination and acceptable procedures to follow when preparing and storing potentially hazardous foods

Identify the causes of food borne illnesses

Describe symptoms common to food borne illness and how these illnesses can be prevented

**Skill:**

Demonstrate the importance of food safety

Demonstrate good grooming and personal hygiene habits

Maintain a clean and sanitary work environment

Dispose of waste and recycle

Identify ways to control pests

Identify types of cleaners and demonstrate their proper use

Handle foods in a safe manner

Explain and follow a HACCP system

Take appropriate actions to create and maintain a safe and sanitary working environment

**Remediation:**

Review with Teacher Assistance

Individual Tutoring

Re-teach

Correct wrong test answers

Study Guides

**Enrichment:**

Review ServSafe Certification procedures

Complete ServSafe Certification

**Safety:**

Student must:

Handle chemicals and cleaners according to manufactures directions

Use protective gear when required

Wear clean and proper uniform including rubber soled shoes

Remove all jewelry including fake nails and nail polish

Use tools and equipment in a professional manner

Use proper safety precautions when using tools and equipment

Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

Demonstrate proper cleaning and sanitizing of food surfaces, tools, and equipment  
Develop cleaning schedules  
Understand Pest Control Management and applications

**Assessment:**

Quiz/Test  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Kitchen equipment:

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill  
Deep-fryer  
Chemicals and cleaning agents  
ServSafe PowerPoint

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA300 DEMONSTRATE KNOWLEDGE OF THE FOOD INDUSTRY

**Unit Number:** PA 300

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to discuss and identify careers and organizations in the hospitality food service industry. The student will also know and be able to outline the organizational structures and functions of various jobs in the industry.

**Tasks:**

PA301 - Trace growth and development of the hospitality and tourism industry.

PA302 - Describe the various cuisines and their relationship to history and cultural development.

PA303 - Identify professional organizations that compare and contrast their purposes and benefits to the industry.

PA304 - Evaluate career opportunities utilizing field trips, guest speakers, and other industry resources.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.E.

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

*Supporting Standards/Anchors*

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources

*Connecting Standard/Anchor #1*

- 13.1.11A Relate careers to individual interests, abilities and aptitudes

*Supporting Standards/Anchors*

CC.3.6.9-10.H. Draw evidence from informational texts.

CC.3.6.9-10.H. Draw evidence from informational texts.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment

Participate in theory lesson and respond to questions

Complete assigned worksheets or projects

Take notes during lecture  
Define hospitality and the importance of customer service within the industry  
Evaluate career opportunities  
Discuss and evaluate industry trends as they relate to career opportunities and the future of the industry

**Skill:**

Identify types of establishments that offer food service opportunities within the travel and tourism industry  
Determine two categories of career opportunities in the food service industry  
Describe common types of dining environments  
Summarize types of cuisine that have evolved over time  
Describe the FOH foodservice career opportunities  
Describe the BOH foodservice career opportunities  
Summarize management and specialized foodservice careers  
Identify essential employability skills  
Identify essential FOH skills  
Explain how FOH staff can accommodate guests  
Describe FOH workflow  
Explain the importance of the FOH interaction with the BOH  
Describe the math applications used by FOH staff  
Identify essential BOH skills  
Explain the importance of BOH workflow  
Describe the math applications used by BOH staff  
Explain how BOH staff can accommodate guests  
Describe the components of an effective resume and portfolio  
Identify job search tools  
Explain the multiple purposes of job interviews

**Remediation:**

Review with Teacher/Instructional Assistant  
Individual Tutoring  
Re-teach/retest  
Study guides  
Correct mistakes

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance meals

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA400 PURCHASING, RECEIVING, AND STORAGE PROCEDURES

**Unit Number:** PA 400

**Dates:** Fall 2019 **Hours:** 60

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**Unit Description/Objectives:**

Student will know and be able to follow purchasing, receiving, inventory and storage procedures in correlation to ServSafe regulations by the National Restaurant Association Foundation.

**Tasks:**

PA401 - Demonstrate proper receiving and storing of fresh, frozen, refrigerated, and staple goods

PA402 - Demonstrate labeling requirements for food products.

PA403 - Discuss legal and ethical consideration of purchasing.

PA404 - Inventory food and non-food items kept on hand.

PA405 - Explain the procedures for rotation of stock and for costing and evaluating including FIFO.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

3.5.9-10.C.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.

3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency

11.3.12.A Analyze how food engineering and technology trends will influence the food supply.

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

*Focus Standard/Anchor #2*

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information

### *Supporting Standards/Anchors*

- CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
- CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

### *Connecting Standard/Anchor*

- CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

### *Supporting Standards/Anchors*

- CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
- CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

## **Instructional Activities:**

### **Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using math and/or calculator
- Take notes during lecture
- Participate in guided practice of receiving and storing food correctly
- Practice in kitchen lab proper receiving, storage and safe use of food ingredients
- Describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods

### **Skill:**

- Demonstrate basic purchasing concepts
- Demonstrate proper basic receiving principles
- Inventory food and non-food items kept on hand
- Demonstrate to the teacher proper storage and temperature readings of food delivered
- Cost out inventory on hand

### **Remediation:**

- Review with Teacher / Instructional Assistant
- Individual Tutoring
- Re-teach
- Correct wrong answers
- Study guides

### **Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead and demonstrate safety activity to all levels
- Work in cooperative groups and assign activities
- Prepare advance pastries and desserts and meals

## **Safety:**

Student must:

Wear clean and proper uniform including rubber sole shoes

Remove all jewelry including fake nails and nail polish

Use tools and equipment in a professional manner

Use proper safety precautions when using tools and equipment

Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

Inspect food items for wholesomeness and quality standards

**Assessment:**

Quiz/Test

Student observation

Checklist

Rubric

Student observation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA500 DEMONSTRATE SKILL IN GARDE MANGE  
**Unit Number:** PA 500

**Dates:** Fall 2019 **Hours:** 60

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**Unit Description/Objectives:**

Student will know and be able to demonstrate basic sandwich elements, identify types of appetizers and hors d'oeuvres as well as know types of equipment, hand tools, and utensils used to make sandwiches and garnishes.

**Tasks:**

PA501 - Identify tools and equipment used in GARDE MANGER and emphasizing safety and sanitation procedures.

PA502 - Develop fundamental skills in the preparations of cold items to include soups, presentation techniques.

PA503 - Demonstrate food presentation techniques, i.e. platters, bowls, and plates.

PA504 - Demonstrate basic garnishes to produce decorative pieces to include fruit/vegetable carvings and accompaniments.

PA505 - Identify and prepare types of hors d'oeuvres, canapés, appetizers, and fancy sandwiches.

PA506 - Identify and prepare types of hot and cold sandwiches.

PA507 - Wrap and store cold sandwiches.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.9-10.A.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

*Supporting Standards/Anchors*

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form

*Connecting Standard/Anchor*

CC.3.5.11-12.C Follow precise and complex multistep procedures when carrying out experiments, talking measurements, or performing technical tasks: analyze the specific results based on explanations in the text

*Supporting Standards/Anchors*

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.  
CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form  
CC.3.5.11-12-C Follow precisely a complex multistep procedure.

## **Instructional Activities:**

### **Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using mental math and/or calculator
- Participate in guided practice in using math formulas
- Participate in guided practice
- Practice in kitchen lab
- Identify types of small plates
- Identify types of cold starters
- Contrast stuffed and filled starters with wrapped starters
- Contrast battered and breaded starters with skewered starters

### **Skill:**

- Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes
- Demonstrate to the teacher proper skills and techniques for food production
- Demonstrate food presentation techniques, i.e. platters, bowls, and plates
- Develop fundamental skills in the preparations of cold items to include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, hors d'oeuvres, mousses and gelatin's
- Demonstrate basic garnishes for a variety of foods
- Demonstrate food presentation techniques, i.e. platters, bowls, and plates
- Produce decorative pieces to include fruit/vegetable carvings and accompaniments
- Identify and prepare types of hors d'oeuvres, canapés, appetizers, and fancy sandwiches
- Identify and prepare types of hot and cold sandwiches
- Slice, grate, cube and shape cheese
- Identify factors that determine the flavor and texture of a cheese
- Identify types of cheese products
- Differentiate between hors d'oeuvres and appetizers
- Prepare canapes using toasted and untoasted bread
- Explain why there is a large variety of sandwiches
- Explain how to lower the fat and calorie contents of sandwiches
- Identify the four main types of sandwich components
- Identify common types of sandwich bases
- Prepare sandwich bases for use at a sandwich station
- Identify common types of sandwich spreads
- Prepare a variety of sandwich spreads for use at a sandwich station
- Identify common sandwich garnishes
- Prepare a variety of sandwich garnishes to use at a sandwich station
- Prepare common types of hot sandwiches
- Prepare common types of cold sandwiches
- Prepare large quantities of sandwiches
- Identify common side dishes served with plated sandwiches

**Remediation:**

Review with Teacher / Instructional Assistant  
Individual Tutoring  
Re-teach  
Study Guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance pastries and desserts and meals

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Summary using journal  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Kitchen equipment  
Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table

Broiler  
Grill  
Deep Fryer  
Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA600 DEMONSTRATE USE AND CARE OF  
CUTTING TOOLS & UTENSILS

**Unit Number:** PA 600

**Dates:** Fall 2019 **Hours:** 60

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**Unit Description/Objectives:**

Student will know and be able to identify and properly handle cutting tools that are used in a commercial kitchen.

**Tasks:**

PA601 - Identify and demonstrate use and care of kitchen cutting tools and utensils.

PA602 - Demonstrate how to carve, cut, slice, and trim meat, seafood and poultry

PA603 - Demonstrate classical cuts

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

*Supporting Standards/Anchors*

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

*Connecting Standard/Anchor*

CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

*Supporting Standards/Anchors*

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

**Instructional Activities:**

**Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Participate in guided practice in using math formulas
- Participate in guided practice
- Practice in kitchen lab
- Describe the parts of a knife and the function of each

Differentiate among the four types of blade edges  
Describe the distinguishing features of large knives  
Describe the distinguishing features of small knives  
Describe the distinguishing features of specialty cutting tools

**Skill:**

Demonstrate use and care of kitchen cutting tools and utensils  
Carve, cut, slice and trim all meat, seafood and poultry  
Demonstrate classic cuts  
Slice breads and baked goods  
Identifying parts of a knife  
Select the appropriate knife  
Use a knife properly  
Demonstrate proper vegetable cuts  
Demonstrate proper knife sharpening and maintenance of knives  
Demonstrate the safe handling of knives  
Grip and position a chef's knife properly  
Use a rocking motion to cut food using a chef's knife  
Sharpen a chef's knife  
Hone a chef's knife  
Demonstrate rondelle, diagonal, oblique and chiffonade cuts  
Demonstrate batonnet, julienne, and fine julienne cuts  
Demonstrate large dice, medium dice, small dice, brunoise, fine brunoise, and paysanne cuts  
Demonstrate mincing and chopping  
Demonstrate fluted cuts and tourne cuts.

**Remediation:**

Review with Teacher / Instructional Assistant  
Individual Tutoring  
Re-teach  
Study Guides

**Enrichment:**

Have student model and teach knife safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufacturer's directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Kitchen equipment

Slicer

Chemicals and cleaning agents

Cutting Boards

Small wares

Knives

Water Stones and Steels

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA700 DEMONSTRATE USE AND CARE OF  
MECHANICAL FOOD PREPARATION EQUIPMENT

**Unit Number:** PA 700

**Dates:** Fall 2019 **Hours:** 20

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**Unit Description/Objectives:**

Student will know and be able to identify food preparation, cooking, serving and storage equipment and understand general safety requirements and procedures for kitchen equipment.

**Tasks:**

PA701 - Identify various types and uses of kitchen equipment.

PA702 - Define and understand general safety requirements and procedures for kitchen equipment.

PA703 - Operate and clean major appliances such as a refrigerator, dish washer, ovens, range and freezer.

PA704 - Operate and clean mixers.

PA705 - Operate and clean a slicer, food processor and food grinder.

PA706 - Operate and clean a deep fat fryer.

PA707 - Operate and clean steam cooking equipment.

PA708 - Operate and clean a proof cabinet

PA709 - Operate and clean a steamer or steam kettle.

PA710 - Operate and clean a steam table.

PA711 - Operate and clean oven.

PA712 - Operate and clean coffee equipment.

PA713 - Operate and clean a broiler, griddle and grill.

PA714 - Operate and clean a can opener.

PA715 - Operate a waste disposal

PA716 - Operate and prepare items for retail sale.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.I Synthesize information from a range of sources (e.g. texts, experiments, simulations) into coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

*Supporting Standards/Anchors*

CC.3.5.11-12-C Follow precisely a complex multistep procedure.

CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form

*Connecting Standard/Anchor*

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context.

*Supporting Standards/Anchors*

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

**Instructional Activities:**

**Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Participate in guided practice
- Identify specialized cutting and sharpening tools
- Describe volume measuring tools
- Describe strainers, sieves and skimmer
- Describe mixing and blending tools
- Describe turning and lifting tools
- Describe cookware and ovenware
- Explain the meaning of NSF-certified tools and equipment
- List the safety guidelines for operating and maintaining equipment
- Identify the major areas of the professional kitchen
- Describe safety equipment used in the professional kitchen
- Describe receiving equipment used in the professional kitchen
- Describe storage equipment used in the professional kitchen
- Describe sanitation equipment used in the professional kitchen
- Identify common work sections and stations in the professional kitchen
- Describe preparation equipment used in the professional kitchen
- Describe baking equipment used in the professional kitchen
- Describe cooking equipment used in the professional kitchen

**Skill:**

- Operate and clean refrigerator
- Operate and clean a floor mixer
- Operate and clean a slicer
- Operate and clean a food chopper
- Operate and clean a food grinder
- Operate and clean a dish washing machine
- Operate and clean a vegetable peeler
- Operate and clean a deep fat fryer

- Operate and clean steam cooking equipment
- Operate and clean a proof cabinet
- Operate and clean a steam table
- Operate and clean a conventional oven
- Operate and clean a convection oven
- Operate and clean a coffee equipment
- Operate and clean a range
- Operate and clean a broiler
- Operate and clean a grill
- Operate and clean a griddle
- Operate and clean a food warmer
- Operate and clean a can opener
- Operate and clean a blender
- Operate a waste disposal
- Use a machine safely
- Use all safety features
- Maintain and clean equipment properly
- Use food preparation equipment properly and safely
- Sanitize food preparation equipment properly

**Remediation:**

- Review with Teacher/Instructional Assistant
- Individual tutoring
- Re-teach
- Study guides

**Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead and demonstrate safety activity to all levels
- Work in cooperative groups and assign activities
- Prepare advance pastries and desserts and meals

**Safety:**

- Student must:
- Handle chemicals and cleaners according to manufactures directions
- Use protective gear when required
- Wear clean and proper uniform including rubber soled shoes
- Remove all jewelry including fake nails and nail polish
- Use tools and equipment in a professional manner
- Use proper safety precautions when using tools and equipment
- Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

- Quiz/Test
- Summary using journal
- Student observation
- Checklist
- Rubric
- Student observation
- Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill

Deep Fryer  
Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA800 DEMONSTRATE HOW TO  
PREPARE STANDARDIZED RECIPES

**Unit Number:** PA 800

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to read, understand and demonstrate a standardized recipe and convert recipes using correct measurement techniques.

**Tasks:**

PA801 - Demonstrate how to read and follow a standardized recipes within industry time limits.

PA802 - Reduce and increase a recipe.

PA803 - Describe components of the recipes, such as yield, time, and nutrition fact.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information

*Supporting Standards/Anchors*

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form

*Connecting Standard/Anchor*

CC.3.5.11-12.C Follow precise and complex multistep procedures when carrying out experiments, talking measurements, or performing technical tasks: analyze the specific results based on explanations in the text

*Supporting Standards/Anchors*

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system

**Instructional Activities:**

**Knowledge:**

Complete reading assignment

Participate in theory lesson and respond to questions

Complete assigned worksheets or projects  
Calculate accurately using math and/or calculator  
Participate in guided practice in using math formulas  
Participate in guided practice  
Describe components of the recipes, such as yield, time and nutritional information

**Skill:**

Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
Use kitchen equipment safely and properly  
Demonstrate how to read and follow a recipe accurately  
Prepare recipe for menu production  
Demonstrate ability to increase and decrease a recipe

**Remediation:**

Review with Teacher / Instructional Assistant  
Individual Tutoring  
Re-teach  
Study Guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance pastries and desserts and meals

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer

Steam table  
Broiler  
Grill  
Deep Fryer  
Chemicals and cleaning agents

Small wares  
Knives, measuring cups, scales  
Recipe ingredients

Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA900 DEMONSTRATE KNOWLEDGE OF  
NUTRITION  
**Unit Number:** PA 900

**Dates:** Fall 2019 **Hours:** 20

---

**Unit Description/Objectives:**

Student will know and be able to describe the characteristics, functions, and food sources of major nutrients and how to maximize nutrient retention in food preparation and storage.

**Tasks:**

- PA901 - List food groups and recommended servings in the current USDA Food Guide for My Plate.
- PA902 - Discuss current dietary guidelines and recommended dietary allowances.
- PA903 - Interpret food labels in terms of the portion size, ingredients, and nutritional value.
- PA904 - Describe primary functions and major food sources of major nutrients.
- PA905 - List the six food groups in the current USDA Food Guide for My Plate and the recommended daily servings from each group.
- PA906 - Discuss and demonstrate cooking techniques and storage principles for maximum retention of nutrients.
- PA907 - Discuss various contemporary nutritional concerns such as allergies, vegetarianism, heart healthy menus, and religious dietary laws.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

11.3.12.C Evaluate sources of food and nutrition information.

*Supporting Standards/Anchors*

- 11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).
- 11.3.12.A Analyze how food engineering and technology trends will influence the food supply.
- 11.3.12.E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
- 11.3.12.F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of

individuals across their lifespan.

*Connecting Standard/Anchor*

CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

*Supporting Standards/Anchors*

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

**Instructional Activities:**

**Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using mental math and/or calculator
- Take notes during lecture
- Identify a balanced menu
- Participate in guided practice in creating balanced menus
- Identify and discuss the six food groups in the current USDA Food Guide Pyramid and the recommended daily servings from each group
- Practice creating healthy foods for service in kitchen lab
- Describe the function of each of the six nutrients
- Contrast complete and incomplete proteins
- Explain the role of sugars, starches, and dietary fiber
- Explain how different types of fat impact health
- Contrast water-soluble and fat-soluble vitamins
- Describe the role water plays in maintaining health
- Explain each of the components on a nutrition facts label
- Explain how recipes can be modified to lower fat, sugar, and sodium
- Explain the role of portion sizes in meeting nutritional recommendations

**Skill:**

- Understand USDA Food Guide Pyramid, dietary guidelines
- Interpret food labels in terms of the portion size, ingredients, and nutritional value
- Describe primary functions and major food sources of major nutrients
- Understand food allergies and alternative dieting
- Adapt a recipe to the new dietary guidelines

**Remediation:**

- Review with Teacher / Instructional Assistant
- Individual Tutoring
- Re-teach
- Study Guides

**Enrichment:**

- Have student develop a menu for a day based on special dietary needs
- Work in cooperative groups and assign activities

**Safety:**

Student must:

Handle chemicals and cleaners according to manufactures directions

Use protective gear when required

Wear clean and proper uniform including rubber soled shoes

Remove all jewelry including fake nails and nail polish

Use tools and equipment in a professional manner

Use proper safety precautions when using tools and equipment

Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test

Student observation

Checklist

Rubric

Student observation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Recipe ingredients

Calculator

Writing utensils

Mobile Devices

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA1000 PREPARE BREAKFAST FOODS  
**Unit Number:** PA 1000

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to select common breakfast foods and prepare them accordingly.

**Tasks:**

PA1001 - Identify common breakfast foods and condiments.

PA1002 - Prepare various egg cookery methods

PA1003 - Prepare breakfast potatoes.

PA1004 - Prepare breakfast meats.

PA1005 - Prepare and cook pancakes, griddle cakes and waffles.

PA1006 - Prepare hot breakfast cereals.

PA1007 - Prepare crepes.

PA1008 - Prepare and cook fritters.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.C Follow precise and complex multistep procedures when carrying out experiments, talking measurements, or performing technical tasks: analyze the specific results based on explanations in the text

*Supporting Standards/Anchors*

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

*Connecting Standard/Anchor*

CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

*Supporting Standards/Anchors*

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using calculator
- Participate in guided practice
- Practice in kitchen lab
- Identify the main uses of eggs in food preparation
- Describe egg substitutes and their purpose
- Explain the advantages of using pasteurized eggs
- Describe the storage requirements of eggs
- Prepare fried eggs, scrambled eggs, omelets, egg sandwiches, shirred eggs, quiches, poached eggs, and eggs in the shell
- Prepare pancakes, waffles, French toast, crepes
- Prepare breakfast meats
- Prepare breakfast potatoes
- Identify breakfast breads, pastries, fruits, yogurts, and granola
- Prepare hot cereals
- Describe various types of breakfast beverages
- Plate breakfast dishes

#### **Skill:**

- Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes
- Demonstrate proper use of tools and equipment
- Demonstrate proper cooking methods for a variety of omelets
- Demonstrate various egg cookery methods
- Demonstrate ability to prepare breakfast potatoes
- Demonstrate proper cooking of breakfast meats
- Demonstrate proper cooking of hot cereals
- Demonstrate proper cooking of pancakes and waffles

#### **Remediation:**

- Review with Teacher / Instructional Assistant
- Individual Tutoring
- Re-teach
- Study Guides

#### **Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead and demonstrate safety activity to all levels
- Work in cooperative groups and assign activities

#### **Safety:**

- Student must:
- Handle chemicals and cleaners according to manufactures directions
- Use protective gear when required
- Wear clean and proper uniform including rubber soled shoes
- Remove all jewelry including fake nails and nail polish
- Use tools and equipment in a professional manner

Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Student observation  
Checklist

Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill

Deep Fryer  
Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA1100 DEMONSTRATE KNOWLEDGE OF BEVERAGES

**Unit Number:** PA 1100

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to identify and prepare various beverages.

**Tasks:**

PA1101 - Match terms related to beverages with their correct definitions.

PA1102 - List the standards of quality for coffee and tea.

PA1103 - Reconstitute powdered and frozen beverages.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.G integrate and evaluate multiple sources of information presented in diverse formats and media ( e.g. quantitative data, video, multimedia) in order to address a question or solve a problem

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems..

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging

*Connecting Standard/Anchor*

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information

*Supporting Standards/Anchors*

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

11.3.12.C Evaluate sources of food and nutrition information.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

## **Instructional Activities:**

### **Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using calculator
- Participate in guided practice
- Practice in kitchen lab

### **Skill:**

- Demonstrate to teacher proper method of measuring, and increasing and decreasing recipes
- Demonstrate ability to mix powdered or frozen beverages
- Identify types of tea and coffee
- Demonstrate ability to operate various coffee makers

### **Remediation:**

- Review with Teacher / Instructional Assistant
- Individual Tutoring
- Re-teach
- Study guides

### **Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead activity
- Work in cooperative groups

### **Safety:**

- Student must:
  - Handle chemicals and cleaners according to manufactures directions
  - Use protective gear when required
  - Wear clean and proper uniform including rubber soled shoes
  - Remove all jewelry including fake nails and nail polish
  - Use tools and equipment in a professional manner
  - Use proper safety precautions when using tools and equipment
  - Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

### **Assessment:**

- Quiz/Test
- Student observation
- Checklist
- Rubric
- Student observation
- Practical evaluation

### **Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

- Slicer
- Mixer
- Oven

- Dishwasher
- Steamer
- Steam table

Broiler  
Grill  
Deep Fryer  
Chemicals and cleaning agents  
Small wares

Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA1200 PREPARE VEGETABLES  
AND FRUITS

**Unit Number:** PA 1200

**Dates:** Fall 2019 **Hours:** 30

---

**Unit Description/Objectives:**

Student will know and be able to identify and prepare various types of fruits and vegetables for service.

**Tasks:**

PA1201 - Identify and prepare market forms of vegetables and fruits.

PA1202 - Prepare vegetables by boiling, simmering, steaming, baking, sautéing, blanching, and grilling.

PA1203 - List the factors to consider when preparing vegetables and fruits.

PA1204 - Explain and describe the standards of quality for cooked vegetables.

PA1205 - Identifying and prepare different forms of potatoes.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.I Synthesize information from a range of sources (e.g. texts, experiments, simulations) into coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

*Supporting Standards/Anchors*

11.3.12.C Evaluate sources of food and nutrition information.

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging

*Connecting Standard/Anchor*

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

*Supporting Standards/Anchors*

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment

Participate in theory lesson and respond to questions

Complete assigned worksheets or projects

Calculate accurately using math and/or calculator

Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes

Participate in guided practice in using math formulas

Demonstrate to the teacher proper skills and techniques for food production

Participate in guided practice  
Practice in kitchen lab  
Identify the nutritional benefits of eating fruit  
Describe melons that are used in the professional kitchen  
Describe citrus fruits that are used in the professional kitchen  
Cook fruits and evaluate the quality of the prepared dish

Describe types of fruit-vegetables used in the professional kitchen  
Demonstrate how to prepare tomato concasse  
Demonstrate how to core bell peppers  
Describe types of edible mushrooms used in the professional kitchen  
Identify factors to consider when purchasing vegetables  
Explain how acidic and alkaline ingredients affect cooked vegetables  
Cook a variety of vegetable and evaluate the quality of the prepared dishes

Describe the guidelines for receiving and storing potatoes  
Explain how to determine the doneness of potatoes

**Skill:**

Using tools and equipment properly  
Demonstrate basic safety guidelines to prevent accidents and injuries  
Identifying parts of a knife  
Select the appropriate knife  
Use a knife properly  
Demonstrate proper vegetable cuts  
Demonstrate proper knife sharpening and maintenance of knives  
Prepare fruits and vegetables in a variety of methods

**Remediation:**

Review with Teacher / Instructional Assistant  
Individual Tutoring  
Re-teach & Study Guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Summary using journal  
Checklist

Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill  
Deep Fryer

Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA1300 PREPARE PASTA AND RICE

**Unit Number:** PA 1300

**Dates:** Fall 2019 **Hours:** 27

---

**Unit Description/Objectives:**

Student will know and be able to identify factors and various cooking methods when they prepare market forms of grains and also understand grain processing.

**Tasks:**

PA1301 - Identify and prepare market forms of pasta and rice using various cropping methods.

PA1302 - List the standards of quality for receiving pasta and rice.

PA1303 - Identify and prepare various cooking methods using pasta and rice.

PA1304 - List the standards of quality for cooked pasta and rice.

**Standards / Assessment Anchors**

*Focus Standard/Anchor*

- 13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

*Supporting Standards/Anchors*

**CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

*Connecting Standard/Anchor*

CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

*Supporting Standards/Anchors*

CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.

11.3.12.C Evaluate sources of food and nutrition information.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects  
Calculate accurately using math and/or calculator  
Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
Participate in guided practice in using math formulas  
Take notes during lecture  
Demonstrate to the teacher proper skills and techniques for food production  
Participate in guided practice  
Practice in kitchen lab  
Identify various pasta and grains  
Identify methods of preparing pasta and grains  
Identify the four parts of a whole grain  
Describe the three major classifications of rice  
Identify forms of corn, wheat, and oats used in the professional kitchen  
Explain the importance of storing grains in an airtight container and in a cool, dry place  
Prepare grains using the risotto method and the pilaf method  
Identify three forms of pasta used in the professional kitchen  
Describe tube, ribbon, shaped, and formed pastas  
Prepare pasta dough, ravioli, and tortellini  
Explain how to determine if pasta is cooked al dente

Define these terms:

grain	whole grain	ribbon pasta
husk	refined grain	shaped pasta
bran	pasta	formed pasta
endosperm	gluten	
germ	tube pasta	

**Skill:**

Demonstrate knowledge of preparing pasta and grains  
Prepare and serve pasta and grains using various methods of cooking

**Remediation:**

Review with Teacher / Instructional Assistant  
Individual Tutoring  
Re-teach  
Study guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead activity  
Work in cooperative groups

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill  
Deep Fryer

Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA1400 PREPARE CHEESE  
**Unit Number:** PA 1400

**Dates:** Fall 2019 **Hours:** 25

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**Unit Description/Objectives:**

Student will know and be able to identify various classes of cheese and select common cheese textures.

**Tasks:**

PA1401 - Identify various classes of cheese.

PA1402 - Select common cheese textures.

PA1403 - Properly handle cheese.

PA1404 - Identify and prepare foods using cheese as main ingredient such as dressings, platters, spreads, and fillings.

PA1405 - Slice, grate, cube and shape cheese.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

*Supporting Standards/Anchors*

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form.

*Connecting Standard/Anchor*

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.

*Supporting Standards/Anchors*

11.3.12.C Evaluate sources of food and nutrition information.

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

## **Instructional Activities:**

### **Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using math and/or calculator
- Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes
- Participate in guided practice in using math formulas
- Demonstrate to the teacher proper skills and techniques for food production
- Participate in guided practice
- Practice in kitchen lab

### **Skill:**

- Developing good grooming and personal hygiene habits
- Select the appropriate knife
- Use a knife properly
- Demonstrate proper knife spreader handling
- Demonstrate proper handling of cheese
- Prepare cheese platters, dressing, spreads, and fillings
- Demonstrate the using various cooking methods with cheese

### **Remediation:**

- Review with Teacher / Instructional Assistant
- Individual Tutoring
- Re-teach
- Study Guides

### **Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead and demonstrate safety activity to all levels
- Work in cooperative groups and assign activities

### **Safety:**

- Student must:
- Handle chemicals and cleaners according to manufactures directions
- Use protective gear when required
- Wear clean and proper uniform including rubber soled shoes
- Remove all jewelry including fake nails and nail polish
- Use tools and equipment in a professional manner
- Use proper safety precautions when using tools and equipment
- Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

### **Assessment:**

- Quiz/Test
- Summary using journal
- Student observation
- Checklist
- Rubric
- Student observation
- Practical evaluation

### **Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill

Deep Fryer  
Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA1500 PREPARE SALADS, FRUITS, AND SALAD DRESSINGS

**Unit Number:** PA 1500

**Dates:** Fall 2019 **Hours:** 60

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**Unit Description/Objectives:**

Student will know and be able to understand the garde manger station and be able to identify and prepare various types of salads, dressings and dips.

**Tasks:**

PA1501 - Identify and prepare types of salads.

PA1502 - Identify basic parts of a salad.

PA1503 - Prepare and store salad greens.

PA1504 - Prepare a variety of protein salads.

PA1505 - Demonstrate methods of serving salads.

PA1506 - Prepare various types of dressings, temporary, permanent and cooked.

PA1507 - Peel, cut and zest fruits and vegetables.

PA1508 - Set-up/maintain/breakdown salad bars properly.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

*Supporting Standards/Anchors*

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging

*Connecting Standard/Anchor*

CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form.

*Supporting Standards/Anchors*

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects.  
Calculate accurately using mental math and/or calculator  
Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
Participate in guided practice in using math formulas  
Take notes during lecture  
Demonstrate to the teacher the preparation of cold food items  
Participate in guided practice of garde manger items  
Complete the packet for garde manger presentations  
Demonstrate proper use tools used for decorative pieces  
Practice in kitchen lab  
Identify different types of salads  
Identify basic parts of a salads  
Identify types of salad presentations  
Identify common varieties of salad greens  
Store, trim, and wash salad greens  
Identify types of salad ingredients other than salad greens  
Prepare a vinaigrette and a mayonnaise  
Describe types of salads

Define these terms:

salad green  
emulsion  
tossed salad

composed salad  
bound salad  
gelatin salad

**Skill:**

Prepare different types of salads  
Prepare and store salad greens  
Prepare a variety of protein salads  
Prepare a variety of pasta salads  
Prepare various types of dressings and dips accurately  
Prepare fruits and vegetables for salads  
Set up, maintain, and breakdown salad bar properly

**Remediation:**

Review with Teacher/Instructional Assistant  
Individual Tutoring  
Re-teach  
Correct answers  
Study guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance pastries and desserts and meals

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufacturer's directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment

Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene  
Know and be able to follow proper safety and sanitation procedures for using equipment and handling food to prevent food borne illness, according to the ServSafe National Standards

**Assessment:**

Quiz/Test  
Summary using journal  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill  
Deep Fryer

Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA1600 PROPERLY ADD SEASONINGS  
TO FOODS

**Unit Number:** PA 1600

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to identify and demonstrate market forms in which herbs, spices and seasonings may be available.

**Tasks:**

PA1601 - List market forms in which herbs, spices and seasonings may be available.

PA1602 - Analyze the quality of spices & flavorings.

PA1603 - Explain techniques for seasoning uncooked foods.

PA1604 - Use and identify seasonings, herbs and condiments.

PA1605 - Test foods for proper seasoning by taste, smell, texture, and sight.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems. *Connecting Standard/Anchor*

3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.

Connecting Standards

- CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

*Supporting Standards/Anchors*

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects  
Calculate accurately using math and/or calculator  
Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
Participate in guided practice in using math formulas  
Demonstrate to the teacher proper skills and techniques for food production  
Participate in guided practice  
Identify seasonings, herbs and condiments  
Practice in kitchen lab

**Skill:**

Demonstrate good grooming and personal hygiene habits  
Select the appropriate tools for preparing herbs and spices  
Test foods for proper seasoning by taste, smell, texture, and sight  
Analyze the quality of spices & flavorings and explain techniques for seasoning uncooked foods

**Remediation:**

Review with Teacher / Instructional Assistant  
Individual Tutoring  
Re-teach  
Study Guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Summary using journal  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven

Dishwasher  
Steamer  
Steam table

Broiler  
Grill  
Deep Fryer  
Chemicals and cleaning agents  
Small wares

Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical  
Course Name: Culinary Arts**



**Unit Name:** PA1700 PREPARE STOCKS, SOUPS  
AND SAUCES

**Unit Number:** PA 1700

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to identify, prepare, store and reheat ingredients for stocks, sauces and soups.

**Tasks:**

PA1701 - Identify, prepare and evaluate a variety of stocks.

PA1702 - Identify, prepare and evaluate a variety of mother and small sauces.

PA1703 - Prepare and evaluate types of soups.

PA1704 - Identify the purpose of sauces and gravies.

PA1705 - Identify and prepare thickening agents for sauces.

PA1706 - Demonstrate knowledge of standards of quality for stocks, soups, and sauces.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

*Supporting Standards/Anchors*

CC.3.5.11-12-C Follow precisely a complex multistep procedure.

*Connecting Standard/Anchor*

CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form.

*Supporting Standards/Anchors*

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment  
 Participate in theory lesson and respond to questions  
 Complete assigned worksheets or projects.  
 Calculate accurately using mental math and/or calculator  
 Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
 Participate in guided practice in using math formulas  
 Take notes during lecture  
 Participate in guided practice of soups, stocks and sauces  
 Identify a variety of stocks  
 Identify a variety of sauces  
 Identify a variety of soups  
 Describe the basic compositions of stocks  
 Describe the general guidelines for preparing stocks  
 Contrast two common methods for cooling stocks  
 Prepare a brown stock, a white stock, a fish stock and a vegetable stock  
 Explain the process of reduction  
 Describe common thickening agents used to prepare sauces  
 Prepare a roux and a beurre manie  
 Demonstrate how to add a liaison to a liquid  
 Describe the five classical sauces  
 Prepare a hollandaise sauce  
 Describe the three types of butter sauces  
 Contrast common contemporary sauces

Define the following:

stock	Describe clear soups
fumet	Prepare broths
glace	Clarify a consommé
remouillage	Describe thick soups
sauce	Prepare cream soups
nappe	Prepare puree soups
reduction	Contrast the three varieties of specialty soups
thickening agent	Prepare bisques
gelatinization	Prepare chowders
roux	Define these terms:
beurre manie	clear soup
slurry	broth
liaison	consommé
coagulation	clarify
mother sauce	clear meat
emulsification	oignon brûlé
beurre blanc	raft
coulis	thick soup
nage	bisque
Identify soup varieties from around the world	chowder

**Skill:**

Demonstrate to the teacher the preparation of rice, risotto, polenta  
 Demonstrate proper use tools  
 Practice in kitchen lab  
 Demonstrate knowledge of standards of quality for stocks, soups and sauces.  
 Prepare a variety of soups  
 Prepare a variety of sauces  
 Prepare a variety of stocks  
 Prepare thickening agents for sauces

**Remediation:**

Review with Teacher/Instructional Assistant  
Individual Tutoring  
Re-teach  
correct answers  
Study guides

**Enrichment:**

Develop a menu and layout of a cold food buffet  
Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance pastries and desserts and meals

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufacturer's directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene  
Know and be able to follow proper safety and sanitation procedures for using equipment and handling food to prevent food-borne illness, according to the ServSafe National Standards

**Assessment:**

Quiz/Test  
Summary using journal  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer	Chemicals and cleaning agents
Mixer	Small wares
Oven	Knives, measuring cups, scales
Dishwasher	Recipe ingredients
Steamer	Calculator
Steam table	Writing utensils
Broiler	Mobile Devices
Grill	
Deep Fryer	

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA1800 IDENTIFY PREPARE AND COOK MEATS

**Unit Number:** PA 1800

**Dates:** Fall 2019 **Hours:** 50

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**Unit Description/Objectives:**

Student will know and be able to perform meat and poultry grading, identify cuts of meat, and also how to receive and handle shipments of meat.

**Tasks:**

PA1801 - Identify primal, sub-primal and retail cuts and their sources.

PA1802 - Prepare beef, veal, pork and lamb

PA1803 - Identify factors affecting the cooking of beef, veal, pork, poultry, and seafood.

PA1804 - Describe how to cook poultry and seafood using dry and moist heat cooking methods.

PA1805 - Demonstrate methods for checking degrees of doneness.

PA1806 - Identify types of poultry and their market forms.

PA1807 - Identify types of seafood and their market forms.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

*Supporting Standards/Anchors*

CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form.

*Connecting Standard/Anchor*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems

*Supporting Standards/Anchors*

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

11.3.12.C Evaluate sources of food and nutrition information.

## Instructional Activities:

### Knowledge:

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects  
Calculate accurately using mental math and/or calculator  
Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
Participate in guided practice in using math formulas  
Take notes during lecture  
Demonstrate to the teacher proper skills and techniques for food production  
Participate in guided practice  
Practice in kitchen lab  
Identify primal, sub primal and retail cuts and their sources  
Identify factors affecting the cooking process of non-poultry meats  
Describe the kinds of poultry recognized by the USDA and how each kind is further classified  
Explain the advantage of purchasing whole poultry  
Identify common fabricated cuts of poultry  
Explain the meaning of the the USDA inspection stamp  
Identify precautions to take when receiving and storing poultry  
Truss whole poultry  
Cut poultry into halves, quarters, and eighths  
Cut poultry into boneless and airline breasts  
Bone a leg and a thigh  
Partially bone an leg and a thigh  
Bone whole poultry  
Use marinades, barding, and stuffing to enhance flavor of poultry  
Explain the four methods used to determine the doneness of poultry  
Prepare poultry using different cooking methods  
Describe the kinds of farm-raised game birds

### Define these terms:

poultry	tender
poussin	wing tip
capon	wing paddle
Cornish hen	drummette
confit	giblets
foie gras	caul fat
squab	farm-raised game bird

Differentiate between lean and fatty fish  
Describe the three classifications of fish based on external shape and structure  
Identify types of freshwater fish  
Identify types of saltwater fish  
Describe the various market forms of fish  
Explain how frozen fish are received and stored  
Fabricate fish into steaks and fillets  
Cook fish using different cooking methods  
Identify types of crustaceans  
Identify types of mollusks  
Describe the various market forms of shellfish  
Explain how live and frozen shellfish are received and stored  
Fabricate types of shellfish  
Cook crustaceans, mollusks, and celhalopods

Define these terms:

fish	mollusk
round fish	univalve
flatfish	bivalve
drawn fish	siphon
dressed fish	adductor muscle
IQF	cephalopod
shellfish	glazing
crustacean	en papillote

Describe the composition of beef  
Differentiate between grain-fed and grass-fed animals  
Identify the eight primal cuts of beef  
Identify the cuts fabricated from each primal cut of beef  
Explain how to prepare beef offals  
Explain the purpose of Institutional Meat Purchase Specifications  
Describe the composition of veal  
Identify the five primal cuts of veal  
Identify the cuts fabricated from each primal cuts of veal  
Describe the USDA inspection and grading of beef and veal  
Trim and cut beef tenderloin  
Cut a boneless strip into steaks  
Tenderize beef and grind fresh meats  
Describe ways to enhance the flavor of beef  
Explain how to determine the doneness of beef  
Cook beef using different cooking methods

Define these terms:

grain-fed beef	offals
grass-fed beef	tripe
collagen	oxtail
silverskin	cutlet
marbling	sweetbreads
fat cap	wet aging
primal cut	dry aging
fabricated cut	barding larding
Brisket	shrinkage

Describe the composition of pork  
Explain the advantage of purchasing a whole carcass  
Identify the five primal cuts of pork  
Identify the cuts fabricated from each primal cut of pork  
Describe the four offals that are fabricated from pork  
Describe the USDA inspection and grading of pork  
Identify four traits that should be checked upon receiving pork  
Explain why vacuum-sealed packages should only be opened at the time of use  
Remove and trim a tenderloin  
Tie a boneless pork roast  
Use rubs and marinades to enhance the flavor of pork  
Explain how to determine the doneness of pork  
Cook pork using different cooking methods  
Contrast wild boar meat with pork meat

Define these terms:

pork  
suckling pig  
picnic shoulder  
shoulder butt  
cottage ham  
clear plate  
pork tenderloin  
baby back ribs  
fatback  
ham

side pork  
spareribs  
pork belly  
bacon  
pancella  
jowl  
dry curing  
wet curing  
combination curing  
wild boar

Describe the composition of lamb  
Explain how lamb carcasses differ from other meat carcasses  
Identify the five primal cuts of lamb  
Identify the cuts fabricated from each primal cut of lamb  
Describe the types of lamb offals used in some cuisines  
Describe the USDA inspection and grading of lamb  
Identify four traits that should be checked upon receiving lamb  
Explain how rubs, marinades, and barding can enhance the flavor of lamb  
Explain how to determine the doneness of lamb  
Cook lamb using different cooking methods  
Describe the five types of specialty game meats

Define these terms:

lamb  
foresaddle  
hindsaddle  
back  
bracelet  
hotel rack  
lamb rack

crown roast  
frenching  
lamb loin  
noisette  
lamb breast  
riblet  
blanquette

**Skill:**

Prepare meat using all moist heat cooking methods  
Prepare meat using all dry heat cooking methods  
Demonstrate methods for checking degrees of doneness

**Remediation:**

Review with Teacher/Instructional Assistant  
Individual Tutoring  
Re-teach  
Correct answers  
Study guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance meals and desserts

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes

Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene  
Know and be able to follow proper safety and sanitation procedures for using equipment and handling food to prevent foodborne illness, according to the ServSafe National Standards

**Assessment:**

Quiz/Test  
Summary using journal  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

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John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill

Deep Fryer  
Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA1900 DEMONSTRATE SKILL IN PRACTICES

**BASIC BAKING**

**Unit Number:** PA 1900

**Dates:** Fall 2019 **Hours:** 50

---

**Unit Description/Objectives:**

Student will know and be able to identify bakeshop ingredients, equipment and functions.

**Tasks:**

PA1901 - Define vocabulary terms used in baking.

PA1902 - Identify and demonstrate equipment and utensils used in baking and discuss proper use and care.

PA1903 - List and describe the factors influencing the quality of baked products.

PA1904 - Identify ingredients used in baking and describe their properties.

PA1905 - Identify and prepare a variety of quick breads.

PA1906 - Identify and prepare a variety of types of pies and tarts.

PA1907 - Identify and prepare a variety of fillings and toppings for pastries and baked goods.

PA1908 - Identify, prepare, and evaluate variety yeast products such as to bread, rolls and sweet rolls.

PA1909 - Match bread ingredients with their functions.

PA1910 - Identify, prepare and evaluate baking powder biscuits.

PA1911 - Identify, prepare and evaluate cake doughnuts.

PA1912 - Identify, prepare and evaluate standards of quality cakes.

PA1913 - Identify, prepare, apply and evaluate various types of icings.

PA1914 - Identify, prepare and evaluate various types of cookies and bar cookies.

PA1915 - Discuss and demonstrate the procedure for preparing puff pastry.

PA1916 - Prepare and evaluate pate a choux.

PA1917 - Identify, prepare and evaluate a variety of custards and puddings

PA1918 - Identify, prepare and evaluate a variety of frozen desserts.

## **Standards / Assessment Anchors**

### *Focus Standard/Anchor #1*

CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

### *Supporting Standards/Anchors*

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems

11.3.12.C Evaluate sources of food and nutrition information

### *Connecting Standard/Anchor*

CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

### *Supporting Standards/Anchors*

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

## **Instructional Activities:**

### **Knowledge:**

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects  
Calculate accurately using math and/or calculator  
Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
Participate in guided practice in using math formulas  
Demonstrate to the teacher proper skills and techniques for food production  
Participate in guided practice  
Practice in kitchen lab  
Identify how ingredients are measured in a bakeshop  
Explain how to calculate the baker's percentage of an ingredient  
Describe types of ingredients used to create baked products  
Define terms describing methods of combining ingredients  
Identify common equipment, bakeware, and tools used in a bakeshop  
Contrast three types of yeast doughs  
Describe the steps to follow to prepare yeast doughs  
Describe the three methods of mixing quick breads  
Demonstrate the methods for mixing cake batters  
Describe the types of icings  
Form, fill and use a pastry bag to pipe icing  
Describe methods of preparing cookies  
Contrast mealy and flaky pie crusts  
Blind bake a pie crust  
Explain how laminate dough is prepared

Identify the types of custard and creams

Contrast the types of frozen desserts

Define these terms:

formula

baker's percentage

gluten

yeast

blend

cream

cut-in

fold

scaling

kneading

punching

rounding

panning

proofing

scoring

docking

icing

ratio

blind baking

overrun

### **Skill:**

Demonstrate knowledge of doughs and mixing methods

Define vocabulary terms used in baking

Identify and demonstrate equipment and utensils used in baking and discuss proper use and care

Produce a variety of types of cookies

Identify ingredients used in baking

Prepare a variety of quick breads

Prepare a variety of types of pies and tarts

Identify and prepare a variety of fillings and toppings for pastries and baked goods

Identify and prepare crusty, soft and specialty yeast products

Match bread ingredients with their functions

Identify several common types of quick breads

Identify and prepare shapes of yeast or dinner rolls

List, in order, proper steps for using and preparing yeast dough

Identify, prepare and evaluate plain muffins

Prepare and evaluate baking powder biscuits

Prepare and evaluate corn bread

Prepare and evaluate white bread.

Prepare and evaluate standards of quality for cakes

Prepare and evaluate various types of cakes

Prepare, apply and evaluate various types of icings.

Prepare and evaluate various types of cookies and bar cookies

Preparing pie shells, puff pastry, pie fillings, pate a choux, custards, puddings and frozen desserts

### **Remediation:**

Review with Teacher / Instructional Assistant

Individual Tutoring

Re-teach

Study Guides

### **Enrichment:**

Have student model and teach equipment safety to new students during the year

Lead and demonstrate safety activity to all levels

Work in cooperative groups and assign activities

Prepare advance pastries and desserts and meals

### **Safety:**

Student must:

Handle chemicals and cleaners according to manufactures directions

Use protective gear when required

Wear clean and proper uniform including rubber soled shoes

Remove all jewelry including fake nails and nail polish

Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test  
Summary using journal  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill

Deep Fryer  
Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA2000 PLAN AND COST MENUS  
**Unit Number:** PA 2000

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to plan, organize and design a menu identifying the factors that influence menu prices.

**Tasks:**

PA2001 - Plan and design a menu based upon customer and management needs.

PA2002 - List the methods to use for giving variety to a menu.

PA2003 - List the reasons for costing recipes.

PA2004 - Plan, prepare, produce, and serve a complete menu based on customer and management needs.

**Standards / Assessment Anchors**

*Focus Standard/Anchor*

3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency

*Supporting Standards/Anchors*

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

*Connecting Standard/Anchor*

11.3.12.F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.

11.3.12.C Evaluate sources of food and nutrition information.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment  
Participate in theory lesson and respond to questions

Complete assigned worksheets or projects.  
Calculate accurately using mental math and/or calculator  
Participate in guided practice in using math formulas  
Take notes during lecture  
Work in groups to create menu presentations  
List the methods for creating a menu variety  
List the reasons for costing recipes  
Identify the five functions of a menu  
Explain the purpose of the truth-in-menu guidelines

Define these terms:

fixed menu  
market menu  
cycle menu

menu mix  
food allergy

Identify the common elements of standardized recipes  
Differentiate among weight, volume, and count  
Explain the difference between ounces and fluid ounces  
Convert customary measurements to metric measurements  
Scale recipes based on yield, portion size, and product availability  
List factors that may have to be adjusted when scaling a recipe  
Calculate the as-purchased unit cost of a food item  
Calculate the edible-portion cost of a food item  
Calculate the yield percentage of a food item  
Perform a raw yield test and cooking-loss yield test  
Calculate the as-served cost of a menu item  
Calculate the three types of food cost percentages  
Calculate the menu prices using three different methods  
Explain the difference between fixed costs and variable costs  
Identify the six stages at which costs must be controlled to result in a profit  
Explain the difference between gross profit and net profit  
Calculate the gross pay and the net pay for a line cook

Define these terms:

standardized recipe  
yield  
portion size  
weight  
volume  
count  
measurement equivalent  
scaling  
as purchased  
edible portion

yield percentage  
food cost percentage  
perceived value pricing  
contribution margin  
fixed cost  
variable cost  
purchase specification  
par stock  
net profit  
gross pay

**Skill:**

Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes  
Develop a menu  
Price out a menu  
Write out recipes

**Remediation:**

Review with Teacher/Instructional Assistant  
Individual Tutoring  
Re-teach

correct answers  
Study guides

**Enrichment:**

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance pastries and desserts and meals

**Safety:**

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene  
Know and be able to follow proper safety and sanitation procedures for using equipment and handling food to prevent food-borne illness, according to the ServSafe National Standards

**Assessment:**

Quiz/Test	Rubric
Summary using journal	Student observation
Student observation	Practical evaluation
Checklist	

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer	Deep Fryer
Mixer	Chemicals and cleaning agents
Oven	Small wares
Dishwasher	Knives, measuring cups, scales
Steamer	Recipe ingredients
Steam table	Calculator
Broiler	Writing utensils
Grill	Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA2100 PERFORM INSTITUTIONAL FOOD SERVICE PROCEDURES  
**Unit Number:** PA 2100

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to perform the duties of basic food and beverage personnel as to the responsibilities of each of the individual stations within the program.

**Tasks:**

- PA2101 - Identify and demonstrate proper use and care of smallwares.
- PA2102 - Set up, operate, and clean a dish room during restaurant service.
- PA2103 - Set up, operate, and clean various prep stations in the restaurant kitchen.
- PA2104 - Demonstrate opening and closing procedures for
- PA2105 - Perform duties as a cook.
- PA2106 - Perform duties as a cook's helper.
- PA2107 - Perform duties as an expeditor.
- PA2108 - Perform duties as a dessert person.
- PA2109 - Perform duties as a line server and beverage person.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

- 13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems

3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency

*Connecting Standard/Anchor*

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

*Supporting Standards/Anchors*

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and Packaging

CC.3.5.11-12-C Follow precisely a complex multistep procedure

**Instructional Activities:**

**Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using math and/or calculator
- Demonstrate to teacher proper method of costing, measuring, and increasing and decreasing recipes
- Participate in guided practice in using math formulas
- Demonstrate to the teacher proper skills and techniques for food production
- Participate in guided practice
- Practice in kitchen lab
- Identify proper use and care of smallwares

**Skill:**

- Demonstrate proper use and care of smallwares
- Set up, operate and clean the dish room during restaurant service
- Set up and clean prep stations in the kitchen
- Perform duties as a cook
- Perform duties as a cooks helper
- Perform duties as an expediter
- Perform duties as a desert person
- Perform duties as a line server and beverage person
- Demonstrate opening and closing procedures

**Remediation:**

- Review with Teacher / Instructional Assistant
- Individual Tutoring
- Re-teach
- Study Guides

**Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead and demonstrate safety activity to all levels
- Work in cooperative groups and assign activities
- Prepare advance pastries and desserts and meals

**Safety:**

Student must:

- Handle chemicals and cleaners according to manufactures directions
- Use protective gear when required
- Wear clean and proper uniform including rubber soled shoes
- Remove all jewelry including fake nails and nail polish
- Use tools and equipment in a professional manner
- Use proper safety precautions when using tools and equipment
- Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

- Quiz/Test
- Summary using journal
- Student observation
- Checklist

Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill

Deep Fryer  
Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA2200 PERFORM "FRONT - OF - THE - OPERATIONS

**Unit Number:** PA 2200

**Dates** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to describe different types of restaurant service and perform duties as a host/hostess, beverage person, cashier, salad bar and food runner.

**Tasks:**

PA2201 - Identify and describe various types of service used in restaurants.

PA2202 - Perform the basic duties of a wait person.

PA2203 - Perform duties of a host/hostess.

PA2204 - Perform duties of a beverage person.

PA2205 - Perform duties as a cashier to include register operations, record keeping and reconcile cash accounts.

PA2206 - Perform duties of a salad bar attendant.

PA2207 - Perform duties of a bus person, food runner, and liquid server.

PA2208 - Perform side work duties.

PA2209 - Serve on a serving line.

PA2210 - Handle a compliment and complaint.

PA2211 - Define hospitality and the importance of quality customer service within the hospitality industry.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

- 13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems

3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency

## Connecting Standard/Anchor

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

### Supporting Standards/Anchors

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and Packaging

CC.3.5.11-12-C Follow precisely a complex multistep procedure

## Instructional Activities:

### Knowledge:

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects.  
Calculate accurately using mental math and/or calculator  
Participate in guided practice in using math formulas  
Take notes during lecture  
Identify and describe various types of service used in restaurants.

### Skill:

Perform duties of a wait person	liquids
Perform duties of a host/hostess	Serve on a serving line
Perform duties of a beverage person	Make basic napkin folds
Perform duties as a cashier	Perform cash register operations
Perform duties of a salad bar attendant	Maintain records
Perform duties of a bus person	Set up serving area
Reconcile the cash register	Greet guests
Perform side work duties	
Perform duties of a food runner	
Fill a container with ice and pour	

### Remediation:

Review with Teacher/Instructional Assistant  
Individual Tutoring  
Re-teach  
correct answers  
Study guides

### Enrichment:

Have student model and teach equipment safety to new students during the year  
Lead and demonstrate safety activity to all levels  
Work in cooperative groups and assign activities  
Prepare advance pastries and desserts and meals

## Safety:

Student must:  
Handle chemicals and cleaners according to manufactures directions  
Use protective gear when required  
Wear clean and proper uniform including rubber soled shoes  
Remove all jewelry including fake nails and nail polish  
Use tools and equipment in a professional manner  
Use proper safety precautions when using tools and equipment  
Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

Know and be able to follow proper safety and sanitation procedures for using equipment and handling food to prevent food borne illness, according to the ServSafe National Standards

**Assessment:**

Quiz/Test  
Summary using journal  
Student observation  
Checklist  
Rubric  
Student observation  
Practical evaluation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer  
Mixer  
Oven  
Dishwasher  
Steamer  
Steam table  
Broiler  
Grill  
Deep Fryer

Chemicals and cleaning agents  
Small wares  
Knives, measuring cups, scales  
Recipe ingredients  
Calculator  
Writing utensils  
Mobile Devices

**Steel Center For Career And Technical**  
**Course Name: Culinary Arts**



**Unit Name:** PA2300 PERFORM DINING ROOM SERVICE  
**Unit Number:** PA 2300

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to demonstrate dining room service functions using a variety of services and techniques.

**Tasks:**

PA2301 - Describe the rules and responsibilities of personnel for dining service.

PA2302 - Describe the general rules of table settings and service.

PA2303 - Discuss sales techniques for service personnel including menu knowledge and suggestive selling.

PA2304 - Explain inter-relationships and work flow between dining room and kitchen operations.

PA2305 - Develop an awareness of special customer needs including dietary needs and food allergies as it relates to the menu.

PA2306 - Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.

PA2307 - Discuss various procedures for processing guest checks.

PA2308 - Close a dining room for the day.

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

- 13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

*Supporting Standards/Anchors*

3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems

3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency

*Connecting Standard/Anchor*

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

*Supporting Standards/Anchors*

11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and Packaging

CC.3.5.11-12-C Follow precisely a complex multistep procedure

**Instructional Activities:**

**Knowledge:**

- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects
- Calculate accurately using math and/or calculator
- Participate in guided practice
- Describe the rule and responsibilities for dining service
- Discuss sales technique for personnel including menu knowledge and suggestive selling
- Explain communication and work flow between dining room and kitchen operations
- Discuss various procedures for processing guest checks

**Skill:**

- Demonstrate general rules for table setting and service
- Demonstrate an understanding of guest service and customer relations
- Demonstrate proper opening techniques of a dining room
- Demonstrate proper closing techniques of a dining room

**Remediation:**

- Review with Teacher / Instructional Assistant
- Individual Tutoring
- Re-teach
- Study Guides

**Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead and demonstrate safety activity to all levels
- Work in cooperative groups and assign activities

**Safety:**

- Student must:
- Handle chemicals and cleaners according to manufactures directions
- Use protective gear when required
- Wear clean and proper uniform including rubber soled shoes
- Remove all jewelry including fake nails and nail polish
- Use tools and equipment in a professional manner
- Use proper safety precautions when using tools and equipment
- Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

- Quiz/Test
- Summary using journal
- Student observation
- Checklist
- Rubric
- Student observation

**Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Recipe ingredients

Calculator

Writing utensils

Mobile Devices

**Unit Name:** PA2400 DEMONSTRATE SKILL IN THE USE OF A PERSONAL  
COMPUTER

**Unit Number:** PA 2400

**Dates:** Fall 2019 **Hours:** 30

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**Unit Description/Objectives:**

Student will know and be able to understand and demonstrate the use of computer software equipment related to the restaurant industry.

**Tasks:**

PA2401 - Perform care and handling of computer hardware and software.

PA2402 - Describe proper use of industry standard software, such as Point of Sale systems (P.O.S.).

PA2403 - Describe use of industry computer accessories and peripherals such as scanners, touch screens and printers,

PA2404 - Describe use of current industry communication and research technology, including e-mail usage and hand-held equipment

**Standards / Assessment Anchors**

*Focus Standard/Anchor #1*

- 13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

*Supporting Standards/Anchors*

13.1.11..C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.

*Connecting Standard/Anchor*

CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

*Supporting Standards/Anchors*

3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.

CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.

## **Instructional Activities:**

### **Knowledge:**

- Participate in discussion of examples of safe use of software equipment
- Complete reading assignment
- Participate in theory lesson and respond to questions
- Complete assigned worksheets or projects.
- Calculate accurately using mental math and/or calculator
- Participate in guided practice
- Take notes during lecture
- Understand how to navigate school web-site
- Use computer to complete tests
- Use of computer to complete work

### **Skill:**

- Perform care and handling of computer hardware and software
- Demonstrate proper use of industry standard software including P.O.S system
- Demonstrate use of industry computer accessories and including scanners, touch screens and printers
- Demonstrate use of current industry communication and research technology

### **Remediation:**

- Review with Teacher/Instructional Assistant
- Individual Tutoring
- Re-teach
- correct answers
- Study guides

### **Enrichment:**

- Have student model and teach equipment safety to new students during the year
- Lead and demonstrate safety activity to all levels
- Work in cooperative groups and assign activities
- Prepare advance pastries and desserts and meals

### **Safety:**

- Student must:
- Handle chemicals and cleaners according to manufactures directions
- Use protective gear when required
- Wear clean and proper uniform including rubber soled shoes
- Remove all jewelry including fake nails and nail polish
- Use tools and equipment in a professional manner
- Use proper safety precautions when using tools and equipment
- Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

### **Assessment:**

- Quiz/Test
- Summary using journal
- Student observation
- Checklist
- Rubric
- Student observation
- Practical evaluation

### **Resources/Equipment:**

*ServSafe Manager*. Chicago, IL: National Restaurant Association, 2012. Print.

John Draz. *The Culinary Professional second edition* 2014 Print

Print.

PC or Lap Top  
Recipe ingredients  
Calculator

Writing utensils  
Mobile Devices