Unit Name: PA100 DEMONSTRATE SAFETY PROCEDURES
Unit Number: PA 100

Dates: Fall 2019 Hours: 60

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 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:

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
Course Name: Culinary Arts

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

Dates: Fall 2019 Hours: 60

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:

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Kitchen equipment:
Slicer
Mixer
Oven
Dishwasher
Steamer
Steam table
Broiler
Grill
Deep-fryer
Chemicals and cleaning agents
ServSafe PowerPoint
Course Name: Culinary Arts

Unit Name: PA300 DEMONSTRATE KNOWLEDGE OF THE FOOD INDUSTRY
Unit Number: PA 300

Dates: Fall 2019  Hours: 30

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 manufacturers 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:

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Course Name: Culinary Arts

Unit Name: PA400 PURCHASING, RECEIVING, AND STORAGE PROCEDURES
Unit Number: PA 400

Dates: Fall 2019 Hours: 60

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:


John Draz. The Culinary Professional second edition 2014 Print
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
- 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 devouers, 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’oeuvers, 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’oeuvers 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 manufacturers 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:
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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

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
Identify 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
Sharp 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 turning 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 manufactures directions
Use protective gear when required
Wear a 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:
<table>
<thead>
<tr>
<th>Kitchen equipment</th>
<th>Small wares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slicer</td>
<td>Knifes</td>
</tr>
<tr>
<td>Chemicals and cleaning agents</td>
<td>Water Stones and Steels</td>
</tr>
<tr>
<td>Cutting Boards</td>
<td></td>
</tr>
</tbody>
</table>
Unit Name: PA700 DEMONSTRATE USE AND CARE OF MECHANICAL FOOD PREPARATION EQUIPMENT
Unit Number: PA 700

Dates: Fall 2019 Hours: 20

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:
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

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:

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
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:**

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: PA1000 PREPARE BREAKFAST FOODS
Unit Number: PA 1000

Dates: Fall 2019 Hours: 30

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, taking 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:
- John Draz. The Culinary Professional second edition 2014 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
Unit Name: PA1100 DEMONSTRATE KNOWLEDGE OF BEVERAGES
Unit Number: PA 1100

Dates: Fall 2019  Hours: 30

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:

Print.

Slicer
Mixer
Oven

Dishwasher
Steamer
Steam table
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:

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: 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:

<table>
<thead>
<tr>
<th>grain</th>
<th>whole grain</th>
<th>ribbon pasta</th>
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</thead>
<tbody>
<tr>
<td>husk</td>
<td>refined grain</td>
<td>shaped pasta</td>
</tr>
<tr>
<td>bran</td>
<td>pasta</td>
<td>formed pasta</td>
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<tr>
<td>endosperm</td>
<td>gluten</td>
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<tr>
<td>germ</td>
<td>tube pasta</td>
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</tbody>
</table>

**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:**


<table>
<thead>
<tr>
<th>Resources/Equipment</th>
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<tbody>
<tr>
<td>Slicer</td>
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<td>Knives, measuring cups, scales</td>
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<tr>
<td>Recipe ingredients</td>
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<tr>
<td>Calculator</td>
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<tr>
<td>Writing utensils</td>
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<tr>
<td>Mobile Devices</td>
</tr>
</tbody>
</table>
Unit Name: PA1400 PREPARE CHEESE  
Unit Number: PA 1400

Dates: Fall 2019  
Hours: 25

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:**
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
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:**


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 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:
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Print.
Slicer
Dishwasher
Mixer
Steamer
Oven
Steam table
<table>
<thead>
<tr>
<th>Broiler</th>
<th>Knives, measuring cups, scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grill</td>
<td>Recipe ingredients</td>
</tr>
<tr>
<td>Deep Fryer</td>
<td>Calculator</td>
</tr>
<tr>
<td>Chemicals and cleaning agents</td>
<td>Writing utensils</td>
</tr>
<tr>
<td>Small wares</td>
<td>Mobile Devices</td>
</tr>
</tbody>
</table>
Unit Name: PA1700 PREPARE STOCKS, SOUPS AND SAUCES
Unit Number: PA 1700
Dates: Fall 2019 Hours: 30

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
fumet
glace
remouillage
sauce
nappe
reduction
thickening agent
gelatinization
roux
beurre manie
slurry
liaison
coagulation
mother sauce
emulsification
beurre blanc
coulis
nage
Identify soup varieties from around the world

Describe clear soups
Prepare broths
Clarify a consomme
Describe thick soups
Prepare cream soups
Prepare puree soups
Contrast the three varieties of specialty soups
Prepare bisques
Prepare chowders
Define these terms:
clear soup
broth
consomme
clarify
clear meat
oignon brule
raft
thick soup
bisque
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:**


- 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: PA1800 IDENTIFY PREPARE AND COOK MEATS

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
- poussin
- capon
- Cornish hen
- confit
- foie gras
- squab

- tender
- wing tip
- wing paddle
- drummette
- giblets
- caul fat
- 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
Cool 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 cephalopods
Define these terms:

- fish
- round fish
- flatfish
- drawn fish
- dressed fish
- IQF
- shellfish
- crustacean
- mollusk
- univalve
- bivalve
- siphon
- adductor muscle
- cephalopod
- glazing
- 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
- grass-fed beef
- collagen
- silverskin
- marbling
- fat cap
- primal cut
- fabricated cut
- brisket
- offals
- tripe
- oxtail
- cutlet
- sweetbreads
- wet aging
- dry aging
- barding
- larding
- shrinkage

Describe the composition of pork

Explain the advantage of purchasing a whole carcase

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
- panchella
- 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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Resources/Equipment:

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
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
- Produce 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:**


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

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

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
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:
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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
Unit Name: PA2100 PERFORM INSTITUTIONAL FOOD SERVICE PROCEDURES
Unit Number: PA 2100
Dates: Fall 2019 Hours: 30

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
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 expeditor
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:**


<table>
<thead>
<tr>
<th>Slicer</th>
<th>Deep Fryer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixer</td>
<td>Chemicals and cleaning agents</td>
</tr>
<tr>
<td>Oven</td>
<td>Small wares</td>
</tr>
<tr>
<td>Dishwasher</td>
<td>Knives, measuring cups, scales</td>
</tr>
<tr>
<td>Steamer</td>
<td>Recipe ingredients</td>
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<tr>
<td>Steam table</td>
<td>Calculator</td>
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<td>Broiler</td>
<td>Writing utensils</td>
</tr>
<tr>
<td>Grill</td>
<td>Mobile Devices</td>
</tr>
</tbody>
</table>
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

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

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
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:**


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: PA2300 PERFORM DINING ROOM SERVICE
Unit Number: PA 2300

Dates: Fall 2019 Hours: 30

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

Unit Number: PA 2400

Dates: Fall 2019 Hours: 30

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:
Print.

PC or Lap Top	Writing utensils
Recipe ingredients	Mobile Devices
Calculator