

Culinary Arts 2

UNIT 1: Safety & Sanitation

(2 Weeks and Applied Throughout Course)



ESSENTIAL QUESTION

How do we keep people and food safe in an industrial kitchen?

BIG IDEAS

Students will:

- Understand emergency and first-aid procedures.
- Demonstrate and apply best practices for keeping food safe and free from contaminants.
- Apply workplace safety protocols according to kitchen industry standards.

GUIDING QUESTIONS

• Content

- What is FIFO?
- What is HACCP
- What are the components of a three compartment sink?
- What is cross-contamination?
- What is time and temperature abuse?
- What is OSHA?
- What are SDS guidelines?
- What are proper handwashing procedures and proper use of gloves?
- What are the standard precautions for preventing bloodborne pathogens?
- What are different industry-recognized safety credentials? (OSHA, ServSafe certified, local food handlers license, etc.

• Process

- What are common foodborne pathogens and their associated symptoms?
- How would you properly store chemicals in an industrial kitchen?
- What is the proper way to date-mark and label food for storage?
- How would you prevent an infestation of pests and rodents in the kitchen?
- What are the components of HACCP (master cleaning schedule, procedures, etc.)?
- How do you prevent cross-contamination?

• Reflective

- How can you create and utilize a HACCP system to be suitable for industry standards?
- How can safety impact a restaurant financially (OSHA, First-Aid, etc.)?

- How can we apply industry safety standards in our classroom?
- How does personal protective equipment (PPE) help workers maintain safety?
- How can you ensure equipment meets industry standards for sanitation and safety? (i.e. NSF, UL, OSHA, ADA, etc.)
- What are the benefits of having industry-recognized safety credentials?

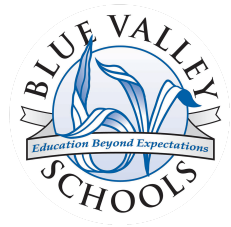
FOCUS STANDARDS

- **Benchmark 1.0: Demonstrate industry-based food safety and sanitation procedures**
 - 1.1: Demonstrate industry standard hand washing and professional standards for personal hygiene including the proper use of gloves (example: Use of gloves with ready to eat foods).
 - 1.2: Identify the Big 6 (Norovirus, Nontyphoidal Salmonella Typhi, E. coli, Shigella, and Hepatitis A) sources, symptoms and prevention measures.
 - 1.3: Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food for others.
 - 1.4: Practice first-in, first-out (FIFO) and date marking.
 - 1.5: Identify proper chemical handling and storage procedures (maintain and follow SDS guidelines and OSHA standards).
 - 1.7: Understand the components and need for HACCP in the food industry.
 - 1.8: Describe appropriate measures for prevention of insects, rodents, and pests.
 - 1.9: Review emergency and first-aid procedures and bloodborne pathogens applicable to the workplace.
- **Benchmark 2.0: Demonstrate correct use and maintenance of food production equipment and tools.**
 - 2.3: Recognize sanitary and safety design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.)
- **Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.**
 - 3.4: Identify and apply where possible principles of storing, labeling, first in/first out concept, and date marking in food service operations.

Culinary Arts 2

UNIT 2: The Professional Chef

(2 Weeks and Applied Throughout Course)



ESSENTIAL QUESTION

BIG IDEAS

What skills are necessary for the professional chef?

Students will:

- Explore the various roles of the brigade system.
- Reflect on practices of a professional chef.
- Develop an electronic portfolio.

GUIDING QUESTIONS

- **Content**

- What is mise en place?
- What are common pieces of industrial kitchen equipment?
- What is the brigade system?
- What is BOH (back of house)? What is FOH (front of house)?
- What are professional skills for a chef?
- What are employability skills for a chef?
- What are the different types of communication?
- What is an electronic portfolio?
- What is included in an electronic portfolio?

- **Process**

- How do different brigade positions utilize kitchen equipment?
- How are tasks divided among various roles in the kitchen brigade?
- How do professional chefs use communication skills, leadership skills, and teamwork skills to plan and implement service and coordinate the kitchen brigade?
- How do professional chefs use problem solving, creativity, innovation, and critical thinking in the planning of menus, implementing of service, and coordinating the kitchen brigade?
- How do professional chefs demonstrate social skills, manners, and etiquette through implementing service and coordinating the kitchen brigade?
- How is an electronic portfolio created?
- How can an electronic portfolio help a professional chef demonstrate their skills and secure employment in the hospitality field?

- **Reflective**

- How is mise en place utilized in an industrial kitchen?
- How can the brigade system and mise en place be applied together in an industrial kitchen?
- How can you use communication skills, leadership skills, and teamwork skills to plan for a more effective lab experience?
- How can you use problem solving, creativity, innovation, and critical thinking to help have a more effective lab experience?
- How have you demonstrated employability skills through your culinary courses?
- How have you demonstrated social skills, manners, and etiquette through your culinary courses?
- How can you use your electronic portfolio to analyze your learning and growth areas?

FOCUS STANDARDS

- **Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.**
 - 3.1: Apply effective mise en place practices.
- **Benchmark 6.0: Analyze restaurant management and business techniques.**
 - 6.1: Compare restaurant concepts and service styles.
 - 6.2: Identify the different forms of management and their purposes (kitchen brigade) - BOH and FOH.
- **Benchmark 7.0: Enhance career readiness through practicing appropriate skills in the classroom and work like culinary situations.**
 - 7.1: Demonstrate appropriate communication skills (verbal, listening, writing).
 - 7.2: Understand and practice appropriate social skills, manners, and etiquette, including use of social media.
 - 7.3: Use leadership and teamwork skills in collaborating with others to accomplish food production goals and objectives.
 - 7.4: Solve problems using creativity, innovation and critical thinking skills independently and in teams.
 - 7.6: Understand and demonstrate employability skills (e.g. timeliness, responsibility, work ethic, cooperation, appropriate use of technology) according to industry standards.
 - 7.7: Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.

Culinary Arts 2

UNIT 3: Advanced Plating Techniques

(2 Weeks)



ESSENTIAL QUESTION

BIG IDEAS

How can food be art?

Students will:

- Demonstrate advanced knife cuts and skills.
- Apply professional plating and garnishing techniques.

GUIDING QUESTIONS

- **Content**
 - What are the different knife cuts and their dimensions?
 - What are the elements and principles of design for plating (color, line, texture, shape, balance, rhythm/movement, proportion/size, emphasis)?
 - What are common garnishing tools?
 - What are some common garnishing techniques?
- **Process**
 - How can garnishes be used to enhance food appearance and taste?
 - How can the art of food be used to create a showpiece?
 - How do you professionally plate and present food?
 - How is sensory perception used when presenting food?
 - What should be considered when plating food (creating height; appropriate, shape and size of vessel [plate/bowl, etc.]; garnishing technique; hot food on hot plates; cold food on cold plates; all things on plate edible, etc.)?
- **Reflective**
 - How can you use knife cuts to accentuate a plated dish?
 - How can we assess quality plating and presentation techniques?
 - How can you plate food in labs to demonstrate your knowledge of principles and elements of design related to food presentation?
 - How can you change a traditional plate to make a more artistic plate?

FOCUS STANDARDS

- **Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.**
 - 3.5: Demonstrate professional skills in safe handling of knives, tools, and equipment.
 - 3.15: Demonstrate professional plating, garnishing, and food presentation techniques.

Culinary Arts 2

UNIT 4: Saucier

(2 Weeks)



ESSENTIAL QUESTION

BIG IDEAS

How are sauces used to compliment a dish?

Students will:

- Define the characteristics and uses of sauces.
- Prepare a variety of sauces.
- Identify the proper uses of thickening agents.

GUIDING QUESTIONS

- **Content**

- What are the five mother sauces? (Béchamel, Velouté, Espagnole, Tomato, Hollandaise)
- What is a thickening agent (roux, slurry, bierre manie, liaison, etc.)
- What are derivative sauces?
- What are the different types of roux (white, blond, brown, etc.)?
- What is an emulsion?
- What is a coulis?
- What is clarified butter?
- What is a reduction?

- **Process**

- How is each “mother sauce” made?
- How is an emulsion created?
- How is a roux made?
- How does cooking time affect the thickening power of the roux?
- How is stock used to create different sauces?
- How do you temper a sauce?

- **Reflective**

- How do you match sauces to the appropriate type of food?
- What are other types of sauces besides the mother sauces and their derivatives? (Syrups, Relishes, Gravy, etc.)
- How do you utilize a sauce to enhance the visual appeal of a dish?

FOCUS STANDARDS

- **Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.**
 - 3.5: Demonstrate professional skills in safe handling of knives, tools, and equipment.
 - 3.8: Demonstrate knowledge of proper scaling and measurement techniques.
 - 3.9: Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
 - 3.11: Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
 - 3.15: Demonstrate professional plating, garnishing, and food presentation techniques.
- **Benchmark 7.0: Enhance career readiness through practicing appropriate skills in the classroom and work like culinary situations.**
 - 7.1: Demonstrate appropriate communication skills (verbal, listening, writing).
 - 7.2: Understand and practice appropriate social skills, manners, and etiquette, including use of social media.
 - 7.3: Use leadership and teamwork skills in collaborating with others to accomplish food production goals and objectives.
 - 7.4: Solve problems using creativity, innovation and critical thinking skills independently and in teams.
 - 7.6: Understand and demonstrate employability skills (e.g. timeliness, responsibility, work ethic, cooperation, appropriate use of technology) according to industry standards.

Culinary Arts 2

UNIT 5: Garde Manger

(3 Weeks)



ESSENTIAL QUESTION

BIG IDEAS

What are the applications of cold food preparation?

Students will:

- Identify the responsibilities of the Garde Manger.
- Prepare a variety of hot and cold sandwiches.
- Prepare a variety of salads, dips, and dressings.
- Prepare a variety of appetizers.
- Demonstrate an understanding of ingredient pairing and plating.

GUIDING QUESTIONS

- **Content**

- What are the responsibilities of a garde manger chef?
- What are hors d'oeuvres?
- What is a canapé?
- What is a crudité?
- What are the basic kinds of sandwiches?
- What are the sandwich components?
- What is the difference between hot and cold sandwiches?
- What are the different types of salads? (appetizer, accompaniment, main-course, separate-course, dessert)
- What are the different types of dressings?
- What are the different types of cheeses?
- What are dips?
- What are common salad greens?

- **Process**

- What role does each component of a sandwich play?
- How do you choose the tools and equipment that are needed at a sandwich station?
- What is the difference between the preparation of a composed salad, a tossed salad, and a bound salad?
- How do you create the different types of dressings (emulsified, vinaigrettes, etc.)?
- How do you pair different salad components together?

- What are the different pairing options for cheese tasting?
- How can we organize a tray for displaying different appetizers?
- **Reflective**
 - How can you use cheese to compliment a dish?
 - How would a garde manger chef utilize advanced garnishing techniques to accentuate a dish?
 - How do you select flavor-adding greens, herbs, and edible flowers to enhance a salad?
 - What dishes could be prepared by a Garde Manger?
 - How can you ensure the safety of cold foods?

FOCUS STANDARDS

- **Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.**
 - 3.5: Demonstrate professional skills in safe handling of knives, tools, and equipment.
 - 3.8: Demonstrate knowledge of proper scaling and measurement techniques.
 - 3.9: Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
 - 3.13: Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
 - 3.14: Prepare sandwiches, canapes, and appetizers using safe handling and professional preparation techniques.
 - 3.15: Demonstrate professional plating, garnishing, and food presentation techniques.
- **Benchmark 7.0: Enhance career readiness through practicing appropriate skills in the classroom and work like culinary situations.**
 - 7.1: Demonstrate appropriate communication skills (verbal, listening, writing).
 - 7.2: Understand and practice appropriate social skills, manners, and etiquette, including use of social media.
 - 7.3: Use leadership and teamwork skills in collaborating with others to accomplish food production goals and objectives.
 - 7.4: Solve problems using creativity, innovation and critical thinking skills independently and in teams.
 - 7.6: Understand and demonstrate employability skills (e.g. timeliness, responsibility, work ethic, cooperation, appropriate use of technology) according to industry standards.

Culinary Arts 2

UNIT 6: Poissonier

(2 Weeks)



ESSENTIAL QUESTION

BIG IDEAS

What are the different methods for fish and shellfish preparation?

Students will:

- Identify the different wholesale and retail cuts of fish and shellfish.
- Understand purchasing, storage, and handling of fish and shellfish.
- Demonstrate the preparation techniques for the various types of fish and shellfish.

GUIDING QUESTIONS

- **Content**

- What are shellfish?
- What are finfish?
- What are the minimum internal cooking temperatures for fish and shellfish?
- What are the different forms of fin fish (Whole, drawn, dressed, fillet, butterfly, steak)?
- What is IQF (individually quick frozen)?
- What is deveining?

- **Process**

- What are the purchasing and receiving guidelines for seafood?
- What is the best way to fabricate and store seafood?
- What are health department guidelines for storing and filing identification tags for shellfish?
- What are the best cooking methods for different fish and shellfish?

- **Reflective**

- How are the inspection and grading processes similar for seafood with that for meat and poultry?
- How can sauces, garnishes and preparations be used to enhance and present fish and shellfish?

FOCUS STANDARDS

- **Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.**
 - 3.5: Demonstrate professional skills in safe handling of knives, tools, and equipment.
 - 3.8: Demonstrate knowledge of proper scaling and measurement techniques.
 - 3.9: Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
 - 3.10: Prepare various meats, seafood, poultry, and eggs using safe handling and professional preparation techniques.
 - 3.13: Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
 - 3.15: Demonstrate professional plating, garnishing, and food presentation techniques.
- **Benchmark 7.0: Enhance career readiness through practicing appropriate skills in the classroom**
 - 7.1: Demonstrate appropriate communication skills (verbal, listening, writing).
 - 7.2: Understand and practice appropriate social skills, manners, and etiquette, including use of social media.
 - 7.3: Use leadership and teamwork skills in collaborating with others to accomplish food production goals and objectives.
 - 7.4: Solve problems using creativity, innovation and critical thinking skills independently and in teams.
 - 7.6: Understand and demonstrate employability skills (e.g. timeliness, responsibility, work ethic, cooperation, appropriate use of technology) according to industry standards.

Culinary Arts 2

UNIT 7: Back of House Management

(2 Weeks)



ESSENTIAL QUESTION

BIG IDEAS

What are the responsibilities of the Back of House?

Students will:

- Compare types of foodservice and restaurant establishments.
- Apply mathematical functions to food menus.
- Create a menu and food production plan.

GUIDING QUESTIONS

• Content

- What is commercial vs. noncommercial foodservice?
- What are the different types of restaurant styles?
- What are the different types of menus?
- What are the components and functions of a standardized recipe?
- What is AP? (as-purchased)
- What is EP? (edible portion)
- What are standard equivalents in the U.S. measurement system (oz., lb, fl. oz., c, pt., qt., gal., etc.)?
- How is contribution margin calculated?

• Process

- How do you determine recipe yield, convert recipes, and change the yield of a recipe?
- How do you calculate the cost and portion cost of a standardized recipe?
- How are AP (as-purchased) and EP (edible portion) calculated?
- How can a standardized recipe be used to create yield adjustments for small and large quantity menus?
- How do you calculate food costs by using food yields?
- How does managing waste minimize food and supply expense?
- What is a restaurateur's legal and ethical responsibility in menu and advertising?

• Reflective

- How is a standardized recipe used as a tool to ensure consistent quality?
- How is a standardized recipe used to inform inventory purchasing decisions?

- What other mathematical functions are used in the food service industry to plan inventory, create menus, and calculate costs?
- How would you organize staff using the brigade system when planning a menu?

FOCUS STANDARDS

- **Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.**
 - 3.16: Identify sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
- **Benchmark 4.0: Apply menu management and production principles.**
 - 4.1: Describe the types of menus used by various food service establishments.
 - 4.2: Explain menu planning principles exploring dietary recommendations to build balanced meals according to nutritional standards.
- **Benchmark 5.0: Perform mathematical functions in food related applications.**
 - 5.1: Demonstrate basic conversions of measurements (oz in a gallon, etc.).
 - 5.2: Understand basic culinary math concepts (i.e. APQ (as-purchased quantity), EDP (edible-portion quantity)/yield, total cost).
 - 5.3: Demonstrate the process of recipe yield adjustments for small and large quantities based on operational needs.
 - 5.4: Identify how food cost is determined.
 - 5.5: Identify how to determine and calculate contribution margin (cost plus pricing).
- **Benchmark 6.0: Analyze restaurant management and business techniques.**
 - 6.1: Compare restaurant concepts and service styles.
 - 6.2: Identify the different forms of management and their purposes (kitchen brigade) - BOH and FOH.
 - 6.6: Determine business components to maximize chance for success. (i.e. product niche, standard portion control, minimizing product loss, etc.).
- **Benchmark 7.0: Enhance career readiness through practicing appropriate skills in the classroom and work like culinary situations.**
 - 7.5: Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.

Culinary Arts 2

UNIT 8: Front of House Management

(1 week)



ESSENTIAL QUESTION

BIG IDEAS

What are the responsibilities of the Front of House?

Students will:

- Understand different types of service styles and setups.
- Identify characteristics of quality customer service.

GUIDING QUESTIONS

- **Content**
 - What are the different types of traditional service styles?
 - What are the different table settings for the different service styles?
 - What are the different types of silverware, drinkware, and dinnerware?
 - What are common serving tools and utensils?
 - What are the roles and responsibilities of FOH service staff?
 - What are different ways the restaurant industry receives feedback from customers to ensure quality customer service? (comment cards, surveys, mystery shoppers, focus groups, etc.)?
- **Process**
 - What steps can be taken to ensure a customer has a positive dining experience?
 - What process should be used to resolve customer complaints?
 - How are appropriate table settings for service selected?
 - How does the FOH act as a liaison between BOH and the customer?
- **Reflective**
 - In what ways can a menu be used as a communication tool to help provide better customer service?
 - How does customer service affect the profits of a food service establishment?

FOCUS STANDARDS

- **Benchmark 6.0: Analyze restaurant management and business techniques.**
 - 6.3: Demonstrate the general rules of table settings.
 - 6.4: Define quality customer service and how it affects an operation's success.