

**TITLE:**

**ADVANCED CULINARY ARTS**

**Grades 10 – 12**

**Course Code #338**

**5 credits**

**Prerequisite:**

**Culinary Arts II**

**PREPARED BY:**

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Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	How do different cooking methods affect food?	Unit 1 – Cooking Methods: Dry Heat, Moist Heat	<ul style="list-style-type: none"> <li>• Understand how dry heat affects food</li> <li>• Identify a variety of dry heat methods</li> <li>• Determine doneness in foods prepped by dry heat method</li> <li>• Understand how moist heat affects food</li> <li>• Identify and use a variety of moist heat and combination cooking methods</li> <li>• Determine doneness in foods prepped by moist heat and combination cooking methods</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Teacher demonstration</li> <li>• Lab experience with recipes</li> </ul>	Student participation Teacher observation with evaluation Lab experience Test	10 Class Periods
	What are the traditional food groups used for breakfast?	Unit 2 – Breakfast Foods	<ul style="list-style-type: none"> <li>• Select and store eggs</li> <li>• Prepare and serve egg dishes</li> <li>• Identify and store dairy products</li> <li>• Prepare pancakes, waffles and French toast</li> <li>• Identify breakfast breads/cereals</li> <li>• Identify breakfast meats and potatoes</li> <li>• Identify hot and cold breakfast beverages</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	Student participation Teacher observation with evaluation Lab experience Test	15 class periods

Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	What preparations and products are used for the Garde Mange station?	Unit 3 – Garde Mange	<ul style="list-style-type: none"> <li>• Identify and prepare dressings and dips</li> <li>• Understand the purpose of salads</li> <li>• Prepare green salads</li> <li>• Use alternate ingredients in salads</li> <li>• Prepare composed salads</li> <li>• Understand types of cheese</li> <li>• Understand the buying, handling, storing of cheese</li> <li>• Cook with cheese</li> <li>• Identify types of old food presentation</li> <li>• Identify elements in cold food presentation</li> <li>• Prepare centerpieces and garnishes</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Lab experience</p> <p>Test</p>	15 class periods
	Which elements and products are best utilized for the composition of sandwiches, appetizers and hors d'oeuvres	Unit 4 – Sandwiches, Appetizers, Hors d' Oeuvres	<ul style="list-style-type: none"> <li>• Understand the basic sandwich elements</li> <li>• Understand the mise en place for sandwich making</li> <li>• Understand the types of cold sandwiches</li> <li>• Understand the types of hot sandwiches</li> <li>• Identify types of appetizers and hors d'oeuvres</li> <li>• Present appetizers and hors d' oeuvres</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Test</p>	15 class periods

Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	What steps are involved in the selection, storage, preparation and serving of fruits and vegetables?	Unit 5 – Fruit and Vegetables	<ul style="list-style-type: none"> <li>• Identify types of fruits and vegetables</li> <li>• Understand the storing of fruits and vegetables</li> <li>• Understand the preparing of fruits and vegetables</li> <li>• Understand the cooking of fruits and vegetables</li> <li>• Understand the serving of fruits and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	Student participation Teacher observation with evaluation Test	10 class periods
	How does cooking affect grains, legumes and pastas?	Unit 6 – Grains, Legumes and Pastas	<ul style="list-style-type: none"> <li>• Understand the processing of grains</li> <li>• Understand the selection and storage of grains</li> <li>• Understand the preparing of grains</li> <li>• Understand the presenting of grains</li> <li>• Identify legumes</li> <li>• Select and store legumes</li> <li>• Prepare legumes</li> <li>• Present legumes</li> <li>• Identify types of pasta</li> <li>• Prepare pasta</li> <li>• Present pasta</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	Student participation Teacher observation with evaluation Test	15 class periods

Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	Why are stocks, sauces and soups a cornerstone of culinary arts?	Unit 7 – Stocks, Sauces and Soups	<ul style="list-style-type: none"> <li>• Identify basic ingredients in stocks</li> <li>• Identify stocks</li> <li>• Prepare and store stocks</li> <li>• Use stocks</li> <li>• Identify basic ingredients for sauces</li> <li>• Prepare thickeners for sauces</li> <li>• Identify types of sauces</li> <li>• Prepare and store sauces</li> <li>• Present sauces</li> <li>• Identify types of soups</li> <li>• Prepare soups</li> <li>• Reheat and serve soups</li> <li>• Garnish soups</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Test</p>	15 class periods
	How will the different cooking mediums affect the final fish/shellfish presentation?	Unit 8 – Fish and Shellfish	<ul style="list-style-type: none"> <li>• Identify the basic types of fish</li> <li>• Select and store fish</li> <li>• Prepare fish</li> <li>• Match cooking methods to fish</li> <li>• Identify basic types of shellfish</li> <li>• Receive/store shellfish</li> <li>• Prepare shellfish</li> <li>• Match cooking methods to shellfish</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Test</p>	15 class periods

Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	What is the best method for cooking a particular cut of meat or poultry?	Unit 9 – Meats and Poultry	<ul style="list-style-type: none"> <li>• Understand meat inspection and grading</li> <li>• Identify various types and cuts of meats</li> <li>• Understand how to receive and store meat</li> <li>• Prepare meat for cooking</li> <li>• Understand poultry inspection and grading</li> <li>• Identify various types and forms of poultry</li> <li>• Prepare and serve poultry</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	Student participation Teacher observation with evaluation Test	15 class periods
	What are some of the responsibilities of staff that do not cook the food in a restaurant?	Unit 10 – Working in a Restaurant	<ul style="list-style-type: none"> <li>• Identify restaurant personnel</li> <li>• Work the front door</li> <li>• Greet and meet diners</li> <li>• Identify serviceware</li> <li>• Clean service utensils</li> <li>• Identify styles of service</li> <li>• Serve guests</li> <li>• Handle customer complaints</li> <li>• Handle problems</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Hands-on customer service</li> </ul>	Student participation Teacher observation with evaluation Test	15 class periods

Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	How is the best way to present your product in a menu format?	Unit 11 – Menus	<ul style="list-style-type: none"> <li>• Understand the purpose of a menu</li> <li>• Identify types of menus</li> <li>• Plan the menu</li> <li>• Organize/design a menu</li> <li>• Identify factors that influence menu prices</li> <li>• Understand menu-pricing methods</li> <li>• Make a menu-pricing decision</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> </ul>	Student participation Teacher observation with evaluation Test	15 class periods
	How can food be made to taste good and still be good for you?	Unit 12 – Nutrition	<ul style="list-style-type: none"> <li>• Understand the importance of nutrition</li> <li>• Learn the language of nutrition</li> <li>• Understand nutrition information</li> <li>• Plan healthy menus</li> <li>• Use healthy food</li> <li>• Preparation techniques</li> <li>• Use portioning and presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary terms</li> <li>• Teacher lecture/guided discussion</li> <li>• Lab experience with recipes</li> </ul>	Define vocabulary terms Teacher lecture/guided discussion Lab experience with recipes	15 class periods
	What would the most difficult aspect be of owning your own restaurant?	Unit 13 – The Business of a Restaurant	<ul style="list-style-type: none"> <li>• Unit 13 – The Business of a Restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary</li> <li>• Teacher lecture/guided discussion</li> </ul>	Student participation Teacher observation with evaluation Test	15 class periods