

TITLE: **CULINARY ARTS II**
Grades 9 – 10
Course Code #337 **2.5 credits**

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Core Curriculum Standards/CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
9.1.12 A.1 9.3 C.2 9.3.12 C.11	What will be learned in Culinary Arts II course?	Unit 1 – Course Overview Review safety procedures	<ul style="list-style-type: none"> • Students will learn what skills are necessary to complete this course. They will understand Fire Drill and Code C procedures. • Students will be able to identify career opportunities. 	<ul style="list-style-type: none"> • Teacher guided discussion with course syllabus/requirements • Career opportunities • Graphic organizer and discussion, course expectations and survey with discussion 	Written student plans and results of expectations Student participation	2-3 class periods
9.1.12 A1 9.1.12 F.2 9.1.12 F.3 9.3.12 C.6 9.3.12 C.11 9.3.12 C.16 9.4.12 A.4 9.4.12 A.15 9.4.12 A.(1).4	Why is identifying characteristics of approved food sources important?	Unit 2 – The Flow of Food: Purchasing and Receiving	<ul style="list-style-type: none"> • Students will understand what criteria are used to accept or reject receiving of foods. • Students will identify characteristics of an approved food source. 	<ul style="list-style-type: none"> • Anticipatory sets • Graphic organizers • Teacher lecture and guided discussion • Vocabulary definitions • Student inquiry activities • PowerPoint 	Student participation Laboratory evaluation Check student work Test	10 class periods
9.1.12 A.1 9.1.12 F.2 9.1.12 F.3 9.3.12 C.6 9.3.12 C.11 9.3.12 C.16 9.4.12 A.4 9.4.12 A.15 9.4.12 A.(1).4 9.4.12 A.47	How can the storage of food prevent contamination?	Unit 3 – The Flow of Food: Storage	<ul style="list-style-type: none"> • Students will be able to explain how to store food in order to prevent contamination. • Students will describe FIFO product rotation. • Students will store food in appropriate storage containers. 	<ul style="list-style-type: none"> • Anticipatory sets • Graphic organizers • Teacher lecture and guided discussion • Inquiry activities • Vocabulary definitions • PowerPoint • Teacher lecture and guided discussion • Visual presentation 	Student participation Laboratory evaluation Check student work Test	10 class periods

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9.1.12 A.1 9.1.12 F.2 9.1.12 B.1 9.3.12 C.6 9.4.12 A.4 9.4.12 A.36 9.4.12 A.47 9.4.12 A.43	Why is time and temperature in food preparation important?	Unit 4 – The Flow of Food: Preparation	<ul style="list-style-type: none"> • Students will identify proper methods of thawing food. • Students will describe and practice cooking requirements for specific foods. • Students will identify time and temperature requirements for cooking food and reheating cooked TCS food. • Students will understand what practices are required for preventing contamination and time-temperature abuse when preparing food. 	<ul style="list-style-type: none"> • Anticipatory set • Graphic organizer • Define vocabulary terms • Teacher lecture/discussion with student problem solving activities • Reinforcement activities • Laboratory experience • Visual presentation/PowerPoint 	Student participation Lab experience and evaluation Check student work Test	12-13 class periods
9.1.12 A.1 9.1.12 F.2 9.1.12 B.1 9.3.12 C.6 9.4.12 A.36 9.4.12 A.47 9.4.12 A.43 9.4.12 A.4	How does using correct food service techniques prevent food safety hazards?	Unit 5 – The Flow of Food: Service	<ul style="list-style-type: none"> • Students will identify time and temperature requirements for holding hot and cold TCS food. • Students will describe the requirements preventing time-temperature abuse and cross-contamination when displaying and serving food. • Students will understand the hazards associated with transportation of food and service of food off-site and methods for preventing them. • Students will explain how to prevent employees from contaminating food. 	<ul style="list-style-type: none"> • Anticipatory set • Graphic organizer • Define vocabulary terms • Teacher lecture/guided discussion with student problem solving activities • Reinforcement activities • Teacher demonstration • Laboratory experience with various recipes • Visual presentation/PowerPoint 	Student participation Teacher observation with evaluation Laboratory experience Check student work Test	10 class periods

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9.1.12 A.1 9.1.12 F.2 9.1.12 B.1 9.3.12 C.6 9.4.12 A.36 9.4.12 A.47 9.4.12 A.43 9.4.12 A.4	What is HACCP?	Unit 6 – Food Safety Management Systems	<ul style="list-style-type: none"> • Students will identify HACCP principles for preventing foodborne illness. • Students will recognize when a HACCP plan is required. • Students will explain how active managerial control can impact food safety. • Students will understand the importance of having a written safety plan for crisis preparation. 	<ul style="list-style-type: none"> • Anticipatory set • Graphic organizer • Define vocabulary terms • Teacher lecture/discussion with student problem solving activities • Reinforcement activities • Teacher demonstration • Laboratory experience using HACCP principles • Visual presentation/PowerPoint 	Student participation Laboratory experience with evaluation Check student work Test	15 class periods
9.1.12 A.1 9.1.12 B.1 9.4.12 A.4 9.4.12 A.6 9.4.12 A.8 9.4.12 A.11 9.4.12 A.15 9.4.12 A.(1).1	How do the five senses affect food preferences?	Unit 7 – Sensory Perception of Food Using the Five Senses Seasoning food Herbs, spices and aromatics Condiments, nuts, and seeds	<ul style="list-style-type: none"> • Students will be able to explain the role of the five senses in tasting food. • Students will describe how the flavor of food can be changed. • Students will be able to differentiate between seasoning and flavoring food. • Students will compare and contrast herbs, spices and aromatics. • Students will be able to identify and use condiments, nuts and seeds. 	<ul style="list-style-type: none"> • Anticipatory set • Graphic organizer • Visual presentation • Vocabulary definitions • Journal article review/summary • Sensory evaluation of prepared food • Select, prepare and compare/contrast recipes using various seasonings, herbs, spices, nuts or seeds • Research paper on selected herb or spice 	Student participation Check student work/evaluations Student research paper	15 class periods

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9.1.12 A.1 9.1.12 F.2 9.1.12 B.1 9.3.12 C.6 9.4.12 A.46 9.4.12 A.47 9.4.12 A.68	Why is Mise en Place important?	Unit 8 – Mise en Place Working together by communicating effectively with professionalism Food presentation	<ul style="list-style-type: none"> • Students will be able to explain how and why Mis en Place is used and then apply it to food preparation. • Students will work in a group setting by using effective communication skills. • Students will discuss the importance of professionalism in the kitchen. • Students will be able to describe the basic rules for food presentation. 	<ul style="list-style-type: none"> • Anticipatory set • Graphic organizer • Teacher lecture discussion with reinforcement activities, vocabulary • PowerPoint • Study guide • Student laboratory practice of food presentation 	Student participation Check work Teacher evaluation of student food presentation Test	15 class periods
9.1.12 A.1 9.4.12 A.6 9.4.12 A.11	How can reviewing previously learned information help with test preparation?	Unit 9 – Review for final exam	<ul style="list-style-type: none"> • Students will be able to use previously completed information to study for exam 	<ul style="list-style-type: none"> • Use graphic organizer information and previously completed work and tests for oral and written review • Cooperative learning information search • Study guides 	Student participation Grade exam	5 periods