

Monroe Career & Technical Institute

**Course:** Culinary Arts



**Unit Name:** PA100 - DEMONSTRATE SAFETY PROCEDURES

**Unit Number:** PA100 **Hours:** 116.00

**Dates:** Spring 2016

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA100 - DEMONSTRATE SAFETY PROCEDURES

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 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 Safety Data Sheets (SDS), explain their requirements in handling hazardous materials, and describe personal protective equipment.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

#### KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

## PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12.C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10.D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects  
Develop an HACCP plan  
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 seven 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  
Prepare for competition

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction

- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

**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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Study guides provided prior to tests

- Use of a scribe

- Use of calculator

- Multiple Choice will include 3 choices instead of 4

- Matching with groups of no more than 5

- Tests read aloud

- Word bank with no more than 10 options

- Word bank with no more than 5 options

- Extended time to complete the assessment

**Resources/Equipment:**

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National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Middle States????

Intro to Culinary Arts?????

On Cooking Penn College ??????

National Restaurant Association ServSafe???????

Kitchen equipment

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Hyperlinks:

[www.schoology.com](http://www.schoology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



**Unit Name:** PA200 - FOLLOW SANITATION PROCEDURES

**Unit Number:** PA200

**Dates:** Spring 2016 **Hours:** 80.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA200 - DEMONSTRATE SANITATION PROCEDURES

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 ServSafe certification requirements.



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Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

## **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:**

- Participate in a sanitation inspection
- Review ServSafe Certification procedures
- Create poster for the classroom
- Complete ServSafe Certification
- Prepare for competitions

### **Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
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- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement

- Provide Frequent Feedback
  - Positive Reinforcement
  - Provide Frequent Breaks
  - Variety of Assessment Methods
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  - Use of Assistive Device (i.e. notepad, laptop, etc.)
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- Quiz/Test  
 Summary using journal  
 Student observation  
 Checklist  
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 Practical evaluation

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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

Summary using journal

Student observation

Checklist

Rubric

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Practical evaluation

- FORMATIVE/SUMMATIVE EVALUATION

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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment:

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep-fryer

Chemicals and cleaning agents

ServSafe PowerPoint

Hyperlinks:

[www.schoology.com](http://www.schoology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA300

**Dates:** Spring 2016 **Hours:** 20.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA300 - DEMONSTRATE KNOWLEDGE OF THE FOOD INDUSTRY

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

PA302 - RESERVED

PA303 - Identify professional organizations (for example, ACF, NRA) and compare and contrast their purposes and benefits to the industry.

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

PA305 - Demonstrate knowledge of the Kitchen Brigade System.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.



Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **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 the two segments of the food service industry
- Identify types of businesses that make up the travel and tourism industry
- 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
- Understand what an entry level job position in the lodging and food service industry
- Contrast external and internal customers
- Describe common types of dining environments
- Describe mean service styles
- 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
- Define these terms:
  - external customer
  - internal customer
  - meal service style
  - sidework
  - grande cuisine
  - classical cuisine
  - novelle cuisine
  - new American cuisine
  - fusion cuisine
  - avant-garde cuisine

FOH  
BOH  
brigade system  
apprentice  
accommodation  
mise en place  
expediting  
POS system  
portfolio  
resume

**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 pastries and desserts and meals  
Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach

- Provide Opportunities to Retest
  - Frequent Review Sessions
  - Use a variety of Modalities when Introducing Skills/Concepts
  - Books on Tape or CD
  - Allow Oral Answers for Testing
  - Provide Editing Assistance
  - Copies of Text for Home
  - Cue for Oral Response
  - De-Escalation Opportunities
  - Daily Classwork Check
  - Encourage Student to Check Work Before Turning In
  - Opportunities for Repeated Practice of MATH Skills
  - Provide repetition During Initial Instruction
  - Allow Pre-read of Questions Before Reading Written Passage
  - Provide Verbal and Written Directions
  - All Vocabulary to be Defined Before Testing
  - Time out
  - Assistance with Bubble Sheets
  - Encouragement to Participate in Positive Leadership Roles
  - Student Self-Evaluation for Behavior
  - Exempt from reading Aloud in Front of Peers
  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test  
 Summary using journal  
 Student observation  
 Checklist  
 Rubric  
 Student observation  
 Practical evaluation

**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
- FORMATIVE/SUMMATIVE EVALUATION
  - Business and Industry Credentialing Tests
  - Traditional Tests - multiple choice, matching, true/false, short answer completion
  - Traditional Quizzes - multiple choice, matching, true/false, short answer completion
  - Module Exam
  - Graded Homework
  - Graded Writing assignments
  - Graded Math practice assignments
  - Graded Reading assignments
  - Notebook checks

- Complete Module
- Completed and Turned-in Make Up work
- Exit Slips
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

### **Resources/Equipment:**

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Hyperlinks: [www.schoolology.com](http://www.schoolology.com), [www.monroecti.org](http://www.monroecti.org), [www.acfchefs.org](http://www.acfchefs.org), [www.nraef.org](http://www.nraef.org), [www.pct.edu](http://www.pct.edu), [www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA400

**Dates:** Spring 2016 **Hours:** 60.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA400 - PURCHASING, RECEIVING AND STORAGE PROCEDURES

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

PA402 - Demonstrate labeling requirements for food products.

PA403 - RESERVED

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 Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

**RANGE OF WRITING GRADES 9-10-11-12**

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

*Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

**NUMBERS AND OPERATIONS**

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**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
- Inventory all food items
- 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
- Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
  - Chunking of Assignments/Material
  - Preferential Seating
  - Directions and/or Tests Read Aloud
  - Study Guide
  - Directions/Comprehension Check (frequent checks for understanding)
  - Adapted Tests and/or Assignments
  - Use of Calculator
  - Taking Tests in Alternate Setting (or if requested)
  - Verbal/Gestural Redirection (prompts to remain on task)
  - Drill and Practice (Repetition of Material)
  - Copy of Teacher/Student Notes/Skeleton Notes
  - Small Group Instruction
  - No Penalization for Spelling
  - Use of Daily Planner/Assignment Book (monitor use of)
  - Use of Computer (Access to)
  - Teacher Modeling
  - Have Student Repeat Directions
  - Wait Time
  - Access to School Counselor
  - Positive Reinforcement
  - Provide Frequent Feedback
  - Positive Reinforcement
  - Provide Frequent Breaks
  - Variety of Assessment Methods
  - Regular Notebook Check
  - Use of Assistive Device (i.e. notepad, laptop, ect.)
  - Syllabus for Major Projects
  - Limited, Short Directions
  - Grading Rubric
  - Communication Regarding Behavior & Consequences (PBS)
  - Clear Language for Directions
  - Use of Multisensory Approach
  - Provide Opportunities to Retest
  - Frequent Review Sessions
  - Use a variety of Modalities when Introducing Skills/Concepts
  - Books on Tape or CD
  - Allow Oral Answers for Testing
  - Provide Editing Assistance
  - Copies of Text for Home
  - Cue for Oral Response
  - De-Escalation Opportunities
  - Daily Classwork Check
  - Encourage Student to Check Work Before Turning In
  - Opportunities for Repeated Practice of MATH Skills
  - Provide repetition During Initial Instruction
  - Allow Pre-read of Questions Before Reading Written Passage
  - Provide Verbal and Written Directions
  - All Vocabulary to be Defined Before Testing
  - Time out
  - Assistance with Bubble Sheets
  - Encouragement to Participate in Positive Leadership Roles
  - Student Self-Evaluation for Behavior
  - Exempt from reading Aloud in Front of Peers
  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test  
Summary using journal  
Student observation



Checklist  
Rubric  
Student observation  
Practical evaluation

**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

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

**Resources/Equipment:**

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National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Hyperlinks:

[www.schoology.com](http://www.schoology.com)  
[www.monroecti.org](http://www.monroecti.org)  
[www.acfchefs.org](http://www.acfchefs.org)  
[www.nraef.org](http://www.nraef.org)  
[www.pct.edu](http://www.pct.edu)  
[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



**Unit Name:** PA500 - DEMONSTRATE SKILL IN GARDE MANGE

**Unit Number:** PA500

**Dates:** Spring 2016 **Hours:** 39.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA500 - DEMONSTRATE SKILL IN GARDE MANGER

PA501 - Identify tools and equipment used in GARDE MANGER.

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, and appetizers.

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

PA507 - RESERVED

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

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Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

#### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

#### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

#### *Supporting Anchor/Standards:*

##### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

#### **Instructional Activities:**

##### **Knowledge:**

Complete reading assignment  
Participate in theory lesson and respond to questions  
Complete assigned worksheets or projects  
Calculate accurately using mental math and/or calculator  
Participate in guided practice in using math formulas  
Participate in guided practice  
Practice in kitchen lab  
Identify types of small plates  
Identify types of cold starters  
Contrast stuffed and filled starters with wrapped starters  
Contrast battered and breaded starters with skewered starters  
Contrast raw starters with cured and smoked starters  
Explain the role of forcemeats in charcuterie  
Prepare charcuterie items

##### **Define these terms:**

fresh cheese	blue-veined cheese	crudity
soft cheese	hard cheese	brochette
semisoft cheese	hors d'oeuvre	charcuterie
dry-rind cheese	appetizers	force meat
washed-rind cheese	amuse botcher	
waxed-rind cheese	canape	

**Skill:**

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

Demonstrate to the teacher proper skills and techniques for food production

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

Develop fundamental skills in the preparations of cold items to include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, hors d'oeuvres, mousses and gelatin's

Demonstrate basic garnishes for a variety of foods

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

Produce decorative pieces to include fruit/vegetable carvings and accompaniments

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

Identify and prepare types of hot and cold sandwiches

Slice, grate, cube and shape cheese

Identify factors that determine the flavor and texture of a cheese

Contrast fresh and soft cheeses

Identify ways semisoft cheeses are ripened

Explain why a blue vein runs through blue-vein cheeses

Contrast hard cheeses and grating cheeses

Identify types of cheese products

Describe how to store cheese for maximum freshness

Differentiate between hors d'oeuvres and appetizers

Prepare canapes using toasted and untoasted bread

Explain why there is a large variety of sandwiches

Explain how to lower the fat and calorie contents of sandwiches

Identify the four main types of sandwich components

Identify common types of sandwich bases

Prepare sandwich bases for use at a sandwich station

Identify common types of sandwich spreads

Prepare a variety of sandwich spreads for use at a sandwich station

Identify common types of sandwich fillings

Prepare a variety of sandwich fillings 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

Explain the importance of range of motion at a sandwich station

Prepare large quantities of sandwiches

Identify common side dishes served with plated sandwiches

**Define the following terms:**

sandwich base	sandwich	sandwich
sandwich spread	hot closed sandwich	cold closed sandwich
sandwich filling	hot wrap sandwich	multi-decker sandwich
bound salad	grilled sandwich	cold wrap sandwich
sandwich garnish	fried sandwich	tea sandwich
hot open-faced	cold open-faced	

**Remediation:**

Review with Teacher / Instructional Assistant

Individual Tutoring

Re-teach

Study Guides

**Enrichment:**

Prepare a 3 course menu according to the guidelines specified

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

Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
  - Chunking of Assignments/Material
  - Preferential Seating
  - Directions and/or Tests Read Aloud
  - Study Guide
  - Directions/Comprehension Check (frequent checks for understanding)
  - Adapted Tests and/or Assignments
  - Use of Calculator
  - Taking Tests in Alternate Setting (or if requested)
  - Verbal/Gestural Redirection (prompts to remain on task)
  - Drill and Practice (Repetition of Material)
  - Copy of Teacher/Student Notes/Skeleton Notes
  - Small Group Instruction
  - No Penalization for Spelling
  - Use of Daily Planner/Assignment Book (monitor use of)
  - Use of Computer (Access to)
  - Teacher Modeling
  - Have Student Repeat Directions
  - Wait Time
  - Access to School Counselor
  - Positive Reinforcement
  - Provide Frequent Feedback
  - Positive Reinforcement
  - Provide Frequent Breaks
  - Variety of Assessment Methods
  - Regular Notebook Check
  - Use of Assistive Device (i.e. notepad, laptop, ect.)
  - Syllabus for Major Projects
  - Limited, Short Directions
  - Grading Rubric
  - Communication Regarding Behavior & Consequences (PBS)
  - Clear Language for Directions
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  - Books on Tape or CD
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  - Copies of Text for Home
  - Cue for Oral Response
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  - Encourage Student to Check Work Before Turning In
  - Opportunities for Repeated Practice of MATH Skills
  - Provide repetition During Initial Instruction
  - Allow Pre-read of Questions Before Reading Written Passage
  - Provide Verbal and Written Directions
  - All Vocabulary to be Defined Before Testing
  - Time out
  - Assistance with Bubble Sheets
  - Encouragement to Participate in Positive Leadership Roles
  - Student Self-Evaluation for Behavior
  - Exempt from reading Aloud in Front of Peers
  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test  
Summary using journal  
Student observation

Checklist  
Rubric  
Student observation  
Practical evaluation

**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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress



- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

**Resources/Equipment:**

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA600

**Dates:** Spring 2016 **Hours:** 28.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA600 - DEMONSTRATE USE AND CARE OF CUTTING TOOLS & UTENSILS

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

PA602 - Demonstrate various knife cuts used in industry.

PA603 - RESERVED

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

## INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

## INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

## RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **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

#### Define these terms:

blade

tang

bolster

whetstone

honing

steel

rondelle cut

diagonal cut

oblique cut

chiffonade cut

batonnet cut

julienne cut

dice cut

paysanne cut

brunoise cut

mincing

fluted cut

tourne cut

#### **Skill:**

Demonstrate use and care of kitchen cutting tools and utensils

Carve, cut, slice and trim all meat, seafood and poultry

Demonstrate classic cuts

Slice breads and baked goods

Identifying parts of a knife

Select the appropriate knife

Use a knife properly

Demonstrate proper vegetable cuts

Demonstrate proper knife sharpening and maintenance of knives

Demonstrate the safe handling of knives

Grip and position a chef's knife properly

Use a rocking motion to cut food using a chef's knife  
Sharpen a chef's knife  
Hone a chef's knife  
Demonstrate rondelle, diagonal, oblique and chiffonade cuts  
Demonstrate batonnet, julienne, and fine julienne cuts  
Demonstrate large dice, medium dice, small dice, brunoise, fine brunoise, and paysanne cuts  
Demonstrate mincing and chopping  
Demonstrate fluted cuts and tourne cuts.

**Remediation:**

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

**Enrichment:**

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

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
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- Regular Notebook Check
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- Limited, Short Directions
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- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD

- Allow Oral Answers for Testing
- Provide Editing Assistance
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- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

#### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

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- Graded Writing assignments

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- Graded Reading assignments

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- Complete Module

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- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
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- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

### **Resources/Equipment:**

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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment

Slicer

Chemicals and cleaning agents

Small wares

Knives

Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA700

**Dates:** Spring 2016 **Hours:** 108.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA700 - DEMONSTRATE USE AND CARE OF MECHANICAL FOOD PREPARATION EQUIPMENT

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 food preparation equipment.

PA704 - RESERVED

PA705 - RESERVED

PA706 - RESERVED

PA707 - RESERVED

PA708 - RESERVED

PA709 - RESERVED

PA710 - RESERVED

PA711 - RESERVED

PA712 - RESERVED

PA713 - RESERVED

PA714 - RESERVED

PA715 - RESERVED

PA716 - RESERVED



## Standards / Assessment Anchors

### *Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

### *Supporting Anchor/Standards:*

#### KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

### *Supporting Anchor/Standards:*

## TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

## PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

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## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **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

Define these terms:

hand tool  
ventilation system  
fire-suppression system  
receiving area  
work section  
work station  
storage area  
sanitation area  
preparation area

**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  
Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets

- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

**Resources/Equipment:**

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA800

**Dates:** Spring 2016 **Hours:** 36.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA800 - DEMONSTRATE HOW TO PREPARE STANDARDIZED RECIPES

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

PA802 - Demonstrate knowledge of measuring and portioning, in order to adjust quantities of ingredients, to produce varying yields with a recipe.

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

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.



Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

**RANGE OF WRITING GRADES 9-10-11-12**

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

*Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

**NUMBERS AND OPERATIONS**

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**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
- Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
  - Chunking of Assignments/Material
  - Preferential Seating
  - Directions and/or Tests Read Aloud
  - Study Guide
  - Directions/Comprehension Check (frequent checks for understanding)
  - Adapted Tests and/or Assignments
  - Use of Calculator
  - Taking Tests in Alternate Setting (or if requested)
  - Verbal/Gestural Redirection (prompts to remain on task)
  - Drill and Practice (Repetition of Material)
  - Copy of Teacher/Student Notes/Skeleton Notes
  - Small Group Instruction
  - No Penalization for Spelling
  - Use of Daily Planner/Assignment Book (monitor use of)
  - Use of Computer (Access to)
  - Teacher Modeling
  - Have Student Repeat Directions
  - Wait Time
  - Access to School Counselor
  - Positive Reinforcement
  - Provide Frequent Feedback
  - Positive Reinforcement
  - Provide Frequent Breaks
  - Variety of Assessment Methods
  - Regular Notebook Check
  - Use of Assistive Device (i.e. notepad, laptop, etc.)
  - Syllabus for Major Projects
  - Limited, Short Directions
  - Grading Rubric
  - Communication Regarding Behavior & Consequences (PBS)
  - Clear Language for Directions
  - Use of Multisensory Approach
  - Provide Opportunities to Retest
  - Frequent Review Sessions
  - Use a variety of Modalities when Introducing Skills/Concepts
  - Books on Tape or CD
  - Allow Oral Answers for Testing
  - Provide Editing Assistance
  - Copies of Text for Home
  - Cue for Oral Response
  - De-Escalation Opportunities
  - Daily Classwork Check
  - Encourage Student to Check Work Before Turning In
  - Opportunities for Repeated Practice of MATH Skills
  - Provide repetition During Initial Instruction
  - Allow Pre-read of Questions Before Reading Written Passage
  - Provide Verbal and Written Directions
  - All Vocabulary to be Defined Before Testing
  - Time out
  - Assistance with Bubble Sheets
  - Encouragement to Participate in Positive Leadership Roles
  - Student Self-Evaluation for Behavior
  - Exempt from reading Aloud in Front of Peers
  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test  
Summary using journal  
Student observation

Checklist  
Rubric  
Student observation  
Practical evaluation

**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

- FORMATIVE/SUMMATIVE EVALUATION
- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Module Exam
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Notebook checks
- Complete Module
- Completed and Turned-in Make Up work
- Exit Slips
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

**Resources/Equipment:**

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Ingredients for recipe

Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)



**Unit Name:** PA900 - DEMONSTRATE KNOWLEDGE OF NUTRITION

**Unit Number:** PA900

**Dates:** Spring 2016 **Hours:** 49.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**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:**

PA900 - DEMONSTRATE KNOWLEDGE OF NUTRITION BASICS

PA901 - RESERVED

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 - RESERVED

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 Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **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

Differentiate between macrominerals and microminerals

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

Define these terms:

nutrient  
protein  
incomplete protein  
carbohydrate  
dietary fiber  
insoluble fiber  
lipid  
saturated fat  
cholesterol  
vitamin  
mineral  
digestion  
calorie  
nutrient-dense food

**Skill:**

Understand USDA Food Guide Pyramid, dietary guidelines and recommended dietary allowances  
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  
Demonstrate cooking techniques and storage principles for maximum retention of nutrients.  
Demonstrate an understanding of nutritional concerns such as vegetarianism, heart healthy menus, and religious dietary laws

**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  
Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement



- Provide Frequent Feedback
  - Positive Reinforcement
  - Provide Frequent Breaks
  - Variety of Assessment Methods
  - Regular Notebook Check
  - Use of Assistive Device (i.e. notepad, laptop, etc.)
  - Syllabus for Major Projects
  - Limited, Short Directions
  - Grading Rubric
  - Communication Regarding Behavior & Consequences (PBS)
  - Clear Language for Directions
  - Use of Multisensory Approach
  - Provide Opportunities to Retest
  - Frequent Review Sessions
  - Use a variety of Modalities when Introducing Skills/Concepts
  - Books on Tape or CD
  - Allow Oral Answers for Testing
  - Provide Editing Assistance
  - Copies of Text for Home
  - Cue for Oral Response
  - De-Escalation Opportunities
  - Daily Classwork Check
  - Encourage Student to Check Work Before Turning In
  - Opportunities for Repeated Practice of MATH Skills
  - Provide repetition During Initial Instruction
  - Allow Pre-read of Questions Before Reading Written Passage
  - Provide Verbal and Written Directions
  - All Vocabulary to be Defined Before Testing
  - Time out
  - Assistance with Bubble Sheets
  - Encouragement to Participate in Positive Leadership Roles
  - Student Self-Evaluation for Behavior
  - Exempt from reading Aloud in Front of Peers
  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test  
 Summary using journal  
 Student observation  
 Checklist  
 Rubric  
 Student observation  
 Practical evaluation

**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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Study guides provided prior to tests

- Use of a scribe

- Use of calculator

- Multiple Choice will include 3 choices instead of 4

- Matching with groups of no more than 5

- Tests read aloud

- Word bank with no more than 10 options

- Word bank with no more than 5 options

- Extended time to complete the assessment

**Resources/Equipment:**

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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Slicer

Mixer

Oven

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Recipe ingredients

Hyperlinks:

[www.schoology.com](http://www.schoology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



**Unit Name:** PA1000 - PREPARE BREAKFAST FOODS

**Unit Number:** PA1000

**Dates:** Spring 2016 **Hours:** 57.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1000 - PREPARE BREAKFAST FOODS

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 and waffles.

PA1006 - Prepare hot breakfast cereals.

PA1007 - Prepare crepes.

PA1008 - RESERVED

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

**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 the four main parts of the egg

Explain why eggs are considered a nutrient-dense food

Describe egg substitutes and their purpose

Explain how eggs are classified and grades

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, and blintzes

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

Contrast skillet dishes, a continental breakfast and a breakfast buffet

Define these terms:

albumen

chalazae

pasteurized egg

egg substitute

omelet

frittata

shirred egg

quiche

crepe

blintz

chorizo

pancetta

hash

fritter

granola

porridge

espresso

tisane

**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  
Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts

- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips



- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

### **Resources/Equipment:**

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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.	
Slicer	Grill
Mixer	Deep Fryer
Oven	Chemicals and cleaning agents
Dishwasher	Small wares
Steamer	Knives, measuring cups, scales
Steam table	Recipe ingredients
Broiler	

Hyperlinks: [www.schoolology.com](http://www.schoolology.com)  
[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)  
[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)  
[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA1100

**Dates:** Spring 2016 **Hours:** 10.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1100 - DEMONSTRATE KNOWLEDGE OF BEVERAGES

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

PA1102 - RESERVED

PA1103 - RESERVED

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

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

visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

### **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
- Prepare for competitions

#### **Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
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- Directions/Comprehension Check (frequent checks for understanding)
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- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

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- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

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- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

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- Tests read aloud
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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Mixer  
Industrial Coffee maker

PowerPoint

Hyperlinks:

[www.schoology.com](http://www.schoology.com)  
[www.monroecti.org](http://www.monroecti.org)  
[www.acfchefs.org](http://www.acfchefs.org)  
[www.nraef.org](http://www.nraef.org)  
[www.pct.edu](http://www.pct.edu)  
[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



**Unit Name:** PA1200 - PREPARE VEGETABLES

**Unit Number:** PA1200

**Dates:** Spring 2016 **Hours:** 41.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1200 - PREPARE VEGETABLES

PA1201 - Identify market forms of vegetables.

PA1202 - Demonstrate 3 methods to prepare vegetables.

PA1203 - List the factors to consider when preparing vegetables.

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

PA1205 - RESERVED

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.



Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

**RANGE OF WRITING GRADES 9-10-11-12**

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

*Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

**NUMBERS AND OPERATIONS**

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**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 berries that are used in the professional kitchen

Describe grapes that are used in the professional kitchen

Describe pomes that are used in the professional kitchen

Demonstrate how to core apples

Describe drupes that are used in the professional kitchen

Demonstrate how to prepare avocados

Demonstrate how to seed melons

Describe melons that are used in the professional kitchen

Demonstrate how to cut citrus supremes

Describe citrus fruits that are used in the professional kitchen

Describe tropical fruits that are used in the professional kitchen

Demonstrate how to prepare mangos

Demonstrate how to core pineapples

Describe exotic fruits that are used in the professional kitchen

Describe ways to accelerate and delay the ripening of fruits

Explain how the petin level of fruit affects the cooking process

Cook fruits and evaluate the quality of the prepared dishes

Define these terms:

fruit	melon
variety	citrus
hybrid	peel
berry	pith
aggregate fruit	zest
grape	ethylene gas
pome	
drupe	

Describe edible roots that are used in the professional kitchen

Describe edible bulbs that are used in the professional kitchen

Demonstrate how to clean leeks

Describe edible tubers that are used in the professional kitchen

Describe edible stems that are used in the professional kitchen

Describe edible leaves that are used in the professional kitchen

Describe edible flowers that are used in the professional kitchen

Demonstrate how to prepare artichokes

Describe edible seeds that are used in the professional kitchen

Demonstrate how to rehydrate pulses

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 sea vegetables used in the professional kitchen

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

Demonstrate how to fire-roast peppers

Define the following terms:

vegetable	fruit-vegetable
edible root, bulb, tuber, stem, leaf, flower,	sea vegetable
seed, mushroom	chlorophyll
legume	carotenoid
pulse	flavonoid
lentil	

Describe the four major classifications of potatoes

Identify five market forms of potatoes

Describe the guidelines for receiving and storing potatoes

Explain how to determine the doneness of potatoes

Prepare potatoes using six different cooking methods

Define these terms:

potato	new potato
mealy potato	solanine
waxy potato	gratinee
fingerling potato	

**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  
Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
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- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

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- Class Oral Responses

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- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment  
 Slicer  
 Mixer  
 Oven  
 Range  
 Dishwasher  
 Steamer  
 Steam table  
 Hyperlinks:

Broiler  
 Grill  
 Deep Fryer  
 Chemicals and cleaning agents  
 Small wares  
 Knives, measuring cups, scales  
 Vegetables, fruits, and other ingredients

- [www.schoolology.com](http://www.schoolology.com)
- [www.monroecti.org](http://www.monroecti.org)
- [www.acfchefs.org](http://www.acfchefs.org)
- [www.nraef.org](http://www.nraef.org)
- [www.pct.edu](http://www.pct.edu)
- [www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



**Unit Name:** PA1200 - PREPARE VEGETABLES

**Unit Number:** PA1200

**Dates:** Spring 2016 **Hours:** 41.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1200 - PREPARE VEGETABLES

PA1201 - Identify market forms of vegetables.

PA1202 - Demonstrate 3 methods to prepare vegetables.

PA1203 - List the factors to consider when preparing vegetables.

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

PA1205 - RESERVED

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

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#### *Supporting Anchor/Standards:*

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Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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Explain how the petin level of fruit affects the cooking process

Cook fruits and evaluate the quality of the prepared dishes



Define these terms:

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variety	melon
hybrid	citrus
berry	peel
aggregate fruit	pith
grape	zest
pome	ethylene gas

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Demonstrate how to clean leeks

Describe edible tubers that are used in the professional kitchen

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Identify five market forms of potatoes

Describe the guidelines for receiving and storing potatoes

Explain how to determine the doneness of potatoes

Prepare potatoes using six different cooking methods

Define these terms:

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waxy potato	gratinee
fingerling potato	

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Using tools and equipment properly

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Demonstrate proper knife sharpening and maintenance of knives

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Re-teach  
Study Guides

**Enrichment:**

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**Special Adaptations:**

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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

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Student observation

Practical evaluation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

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- Module Exam

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- Exit Slips

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Kitchen equipment  
 Slicer  
 Mixer  
 Oven  
 Range  
 Dishwasher  
 Steamer  
 Steam table  
 Hyperlinks:

Broiler  
 Grill  
 Deep Fryer  
 Chemicals and cleaning agents  
 Small wares  
 Knives, measuring cups, scales  
 Vegetables, fruits, and other ingredients

- [www.schoolology.com](http://www.schoolology.com)
- [www.monroecti.org](http://www.monroecti.org)
- [www.acfchefs.org](http://www.acfchefs.org)
- [www.nraef.org](http://www.nraef.org)
- [www.pct.edu](http://www.pct.edu)
- [www.servsafe.com](http://www.servsafe.com)



**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:**

PA1300 - PREPARE PASTA AND RICE

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

PA1302 - RESERVED

PA1303 - RESERVED

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

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

*Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**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
- Differentiate among milled, pearled, and flaked grains
- Describe the three major classifications of rice
- Identify forms of corn, wheat, and oats used in the professional kitchen
- Describe barley, quinoa, rye, buckwheat, farro, millet, and spelt
- 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
- Explain how pasta dough is formed
- 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
- Describe Asian noodle types and how they are prepared

Define these terms:

grain  
husk  
bran  
endosperm  
germ  
whole grain

refined grain  
pasta  
gluten  
tube pasta  
ribbon pasta  
shaped pasta  
formed pasta

**Skill:**

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

**Remediation:**

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

**Enrichment:**

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

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities



- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

### Resources/Equipment:

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Oven  
Free standing burner  
Dishwasher

Steamer  
Chemical cleaners

#### Textbooks:

"Introduction to Culinary Arts", The Culinary Institute of America, 2007, Prentice Hall, ISBN-10: 0131171402

"Baker's Manual", 5th Ed 2008 Workbooks

"Culinary Essentials", 2006, Glenco McGraw Hill, ISBN 0-07-869070-6

Reference books from Culinary Hospitality Travel & Tourism

#### Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)  
[www.monroecti.org](http://www.monroecti.org)  
[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)  
[www.pct.edu](http://www.pct.edu)  
[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** PA1400 - PREPARE CHEESE

**Unit Number:** PA1400

**Dates:** Spring 2016 **Hours:** 28.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1400 - PREPARE CHEESE

PA1401 - Identify and categorize, based on texture, various classes of cheese.

PA1402 - RESERVED

PA1403 - RESERVED

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

PA1405 - Slice, grate, and cube cheese.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

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Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

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Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

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- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

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#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

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Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **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
- Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
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- Copy of Teacher/Student Notes/Skeleton Notes
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- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
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- Provide Opportunities to Retest
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- Use a variety of Modalities when Introducing Skills/Concepts
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- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
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- Provide Verbal and Written Directions
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- Time out
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- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test
- Summary using journal
- Student observation
- Checklist
- Rubric
- Student observation
- Practical evaluation

**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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

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- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
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- Study guides provided prior to tests
- Use of a scribe
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National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment

- Slicer
- Mixer
- Oven
- Range
- Dishwasher
- Steamer
- Steam table
- Broiler
- Grill
- Deep Fryer
- Chemicals and cleaning agents
- Small wares
- Knives, measuring cups, scales

Cheese and other ingredients

Hyperlinks:

- [www.schoology.com](http://www.schoology.com)
- [www.monroecti.org](http://www.monroecti.org)
- [www.acfchefs.org](http://www.acfchefs.org)
- [www.nraef.org](http://www.nraef.org)
- [www.pct.edu](http://www.pct.edu)
- [www.servsafe.com](http://www.servsafe.com)



Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA1500

**Dates:** Spring 2016 **Hours:** 53.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1500 - PREPARE SALADS, FRUITS, AND SALAD DRESSINGS

PA1501 - Identify and prepare types of salads.

PA1502 - Identify basic parts of a salad.

PA1503 - RESERVED

PA1504 - RESERVED

PA1505 - RESERVED

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

PA1507 - Peel, cut and zest fruits.

PA1508 - Describe/set-up/maintain/breakdown salad bars properly.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **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

tossed salad

bound salad

emulsion

composed 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
- Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions

- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module
- Completed and Turned-in Make Up work
- Exit Slips
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

### **Resources/Equipment:**

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)  
[www.monroecti.org](http://www.monroecti.org)  
[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)  
[www.pct.edu](http://www.pct.edu)  
[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA1600

**Dates:** Spring 2016 **Hours:** 20.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1600 - PROPERLY ADD SEASONINGS TO FOODS

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

PA1602 - Analyze the quality and storage techniques of herbs and spices.

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 Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.



Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **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  
Prepare for competitions

#### **Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor

- Positive Reinforcement
  - Provide Frequent Feedback
  - Positive Reinforcement
  - Provide Frequent Breaks
  - Variety of Assessment Methods
  - Regular Notebook Check
  - Use of Assistive Device (i.e. notepad, laptop, etc.)
  - Syllabus for Major Projects
  - Limited, Short Directions
  - Grading Rubric
  - Communication Regarding Behavior & Consequences (PBS)
  - Clear Language for Directions
  - Use of Multisensory Approach
  - Provide Opportunities to Retest
  - Frequent Review Sessions
  - Use a variety of Modalities when Introducing Skills/Concepts
  - Books on Tape or CD
  - Allow Oral Answers for Testing
  - Provide Editing Assistance
  - Copies of Text for Home
  - Cue for Oral Response
  - De-Escalation Opportunities
  - Daily Classwork Check
  - Encourage Student to Check Work Before Turning In
  - Opportunities for Repeated Practice of MATH Skills
  - Provide repetition During Initial Instruction
  - Allow Pre-read of Questions Before Reading Written Passage
  - Provide Verbal and Written Directions
  - All Vocabulary to be Defined Before Testing
  - Time out
  - Assistance with Bubble Sheets
  - Encouragement to Participate in Positive Leadership Roles
  - Student Self-Evaluation for Behavior
  - Exempt from reading Aloud in Front of Peers
  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test
- Summary using journal
- Student observation
- Checklist
- Rubric
- Student observation
- Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Study guides provided prior to tests

- Use of a scribe

- Use of calculator

- Multiple Choice will include 3 choices instead of 4

- Matching with groups of no more than 5

- Tests read aloud

- Word bank with no more than 10 options

- Word bank with no more than 5 options

- Extended time to complete the assessment

**Resources/Equipment:**

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Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment

Slicer

Mixer

Oven

Range

Dishwasher

Steamer

Steam table

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Herbs and seasonings

Hyperlinks:

[www.schoology.com](http://www.schoology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



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

**Unit Number:** PA1700

**Dates:** Spring 2016 **Hours:** 38.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1700 - PREPARE STOCKS, SOUPS AND SAUCES

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 - RESERVED

PA1705 - Identify and prepare thickening agents for sauces.

PA1706 - RESERVED

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

*Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**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

Complete the packet for Grains, Legumes & Pasta

Identify a variety of stocks

Identify a variety of sauces

Identify a variety of soups

Identify ways to serve 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

Contrast an essence and fumet

Contrast a glace, a remouillage, and a bouillon

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

Prepare a beurre blanc sauce

Contrast common contemporary sauces

Prepare flavored oils

Define the following:

stock

fumet

glace

remouillage

sauce

nappe

reduction

thickening agent

gelatinization

roux

Identify soup varieties from around the world

Describe clear soups

Prepare broths

Clarify a consommé

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

consommé

clarify

clear meat

beurre manie

slurry

liaison

coagulation

mother sauce

emulsification

beurre blanc

coulis

nage

oignon brulé

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

Prepare for competitions

### **Special Adaptations:**

- Extended Time (assignments and/or testing)

- Chunking of Assignments/Material

- Preferential Seating

- Directions and/or Tests Read Aloud



- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
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- Opportunities for Repeated Practice of MATH Skills
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- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

**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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

**Resources/Equipment:**

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Oven  
 Dishwasher  
 Steamer  
 Steam table  
 Chemical cleaners

The Culinary Institute of America. (2007). Introduction to Culinary Arts. Boston, MA: Pearson, Prentice Hall.

The Culinary Institute of America. (2007). Introduction to Culinary Arts, teacher's resource binder. Boston, MA: Pearson, Prentice Hall.

Culinary essentials. (2006). Columbus, Ohio: McGraw Hill.

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

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Hyperlinks:

- [www.schoology.com](http://www.schoology.com)
- [www.monroecti.org](http://www.monroecti.org)
- [www.acfchefs.org](http://www.acfchefs.org)
- [www.nraef.org](http://www.nraef.org)
- [www.pct.edu](http://www.pct.edu)
- [www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** PA1800 - IDENTIFY, PREPARE, AND  
COOK MEATS, POULTRY,  
AND SEAFOOD



**Unit Number:** PA1800

**Dates:** Spring 2016 **Hours:** 27.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1800 - IDENTIFY, PREPARE, AND COOK MEATS, POULTRY, AND SEAFOOD

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

PA1802 - RESERVED

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

PA1804 - Prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques.

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 Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **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 USDA inspection stamp

Describe the qualities of Grade A poultry

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 three kinds of ratities

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

poeleing

ratite

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 anadromous fish

Identify types of saltwater fish

Identify types of cartilaginous fish

Describe the various market forms of fish

Name the government organization in charge of voluntary fish inspections

Explain how fresh and frozen fish are received and stored

Fabricate fish into steaks and fillets

Cook fish using different cooking methods

Identify types of crustaceans

Identify types of mollusks

Describe the various market forms of shellfish

Explain how live and frozen shellfish are received and stored

Fabricate types of shellfish

Cook crustaceans, mollusks, and celhalopods

Describe types of related game

Define these terms:

fish

round fish

flatfish

cartilaginous fish

anadromous fish

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

Explain how to prepare veal offals

Describe the USDA inspection and grading of beef and veal

Trim and cut beef tenderloin

Cut a boneless strip into steaks

French veal chops

Tenderize beef and grind fresh meats

Describe ways to enhance the flavor of beef and veal

Explain how to determine the doneness of beef and veal

Cook beef and veal using different cooking methods

Describe how bison is similar to and different from beef

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 carcass

Identify the five primal cuts of pork

Identify the cuts fabricated from each primal cut of pork

Describe the four offals that are fabricated from pork

Describe the USDA inspection and grading of pork

Identify four traits that should be checked upon receiving pork

Explain why vacuum-sealed packages should only be opened at the time of use

Remove and trim a tenderloin

Tie a boneless pork roast

Butterfly boneless pork chops

Identify three curing methods used on pork cuts

Explain the purpose of salt in the curing process

Explain why combination curing is used on most cuts of pork

Use rubs and marinades to enhance the flavor of pork

Explain how to determine the doneness of pork

Cook pork using different cooking methods

Contrast wild boar meat with pork meat

Define these terms:

pork

suckling pig

picnic shoulder

shoulder butt

cottage ham

clear plate

pork tenderloin

baby back ribs

fatback

ham

side pork

spareribs

pork belly

bacon

pancella

jowl

dry curing

wet curing

combination curing

wild boar

Describe the composition of lamb

Explain how lamb carcasses differ from other meat carcasses

Identify the five primal cuts of lamb

Identify the cuts fabricated from each primal cut of lamb

Describe the types of lamb offals used in some cuisines

Describe the USDA inspection and grading of lamb

Identify four traits that should be checked upon receiving lamb

Separate a hotel rack

French a rack of lamb

Bone and tie a lamb loin

Bone and tie a leg of lamb

Cut a tenderloin into noisettes

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

Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
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**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
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- Practical evaluation
- FORMATIVE/SUMMATIVE EVALUATION
- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Reference books from Culinary Hospitality Travel & Tourism

Handouts/Study guides

Kitchen equipment and tools: Knives, cutting utensils, slicer, pans, dishes, bowls, etc.

Cooking equipment: stove, steamer, deep fryer, grill, broiler

Garde Manager tools

Serving Pieces

Plates and Utensils

Cleaning supplies

Storage supplies

Leavening agents

Food Supplies

Pantry items

Media presentation

Periodicals:

"Sizzle"

"Culinary Review"

"Restaurant News"

Tools and supplies: scales, mixers

Kitchen equipment and tools: Knives, cutting utensils, slicer, pans, dishes, mixing utensils, scraping utensils, bowls, etc.

Cooking equipment: stove, steamer, deep fryer, grill, broiler, ovens

Serving Pieces

Plates and Utensils

Hyperlinks:

[www.schoology.com](http://www.schoology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts



**Unit Name:** PA1900 - DEMONSTRATE BAKING & PASTRY SKILLS

**Unit Number:** PA1900

**Dates:** Spring 2016 **Hours:** 102.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA1900 - DEMONSTRATE BAKING & PASTRY SKILLS

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 - RESERVED

PA1905 - Identify and prepare a variety of quick breads.

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

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

PA1908 - Identify and prepare a variety of yeast products, such as bread, rolls and sweet rolls.

PA1909 - Match bread ingredients with their functions.

PA1910 - Identify and prepare baking powder biscuits.

PA1911 - RESERVED

PA1912 - Identify and prepare standards of quality cakes.

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

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

PA1915 - RESERVED

PA1916 - Prepare pate a choux.

PA1917 - Identify and prepare a variety of custards and puddings

PA1918 - RESERVED

## Standards / Assessment Anchors

### *Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

### *Supporting Anchor/Standards:*

#### KEY IDEAS/DETAILS GRADES 9-10-11-12

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

### *Supporting Anchor/Standards:*

## TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

## PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **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  
 Prepare a fruit, cream, soft and chiffon pie filling  
 Prepare types of meringues  
 Explain how laminate dough is prepared  
 Identify the types of custard and creams  
 Contrast the types of frozen desserts  
Define these terms:

formula	punching
baker's percentage	rounding
gluten	panning
yeast	proofing
blend	scoring
cream	docking
cut-in	icing
fold	ratio
scaling	blind baking
kneading	overrun

**Skill:**

Demonstrate knowledge of doughs and mixing methods  
 Define vocabulary terms used in baking  
 Identify and demonstrate equipment and utensils used in baking and discuss proper use and care  
 Produce a variety of types of cookies  
 Identify ingredients used in baking  
 Prepare a variety of quick breads  
 Prepare a variety of types of pies and tarts  
 Identify and prepare a variety of fillings and toppings for pastries and baked goods  
 Identify and prepare crusty, soft and specialty yeast products  
 Match bread ingredients with their functions  
 Identify several common types of quick breads  
 Identify and prepare shapes of yeast or dinner rolls  
 List, in order, proper steps for using and preparing yeast dough  
 Identify, prepare and evaluate plain muffins  
 Prepare and evaluate baking powder biscuits  
 Prepare and evaluate corn bread  
 Prepare and evaluate cake doughnuts  
 Prepare and evaluate white bread.  
 Prepare and evaluate plain yeast rolls  
 Prepare and evaluate basic sweet rolls  
 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  
Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response

- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

Practical evaluation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

**Resources/Equipment:**

McGreal, J. Michael. Culinary Arts Principles and Applications Second Edition (2012) Orland Park, Illinois; American Technical Publishers.

Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment

Slicer

Mixer

Range

Oven

Dishwasher

Steamer

Steam table

Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

Broiler

Grill

Deep Fryer

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Baking ingredients

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** PA2000 - PLAN AND COST MENUS

**Unit Number:** PA2000

**Dates:** Spring 2016 **Hours:** 21.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

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

**Tasks:**

PA2000 - PLAN AND COST MENUS

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 Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

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- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**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
- Describe the three classifications of menus
- Describe the six common menu types
- Describe the four elements of menu design
- Describe the dietary considerations that affect menu planning

Define these terms:

- |             |              |
|-------------|--------------|
| fixed menu  | menu mix     |
| market menu | food allergy |
| 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
- Convert metric measurements to customary measurements
- Scale recipes based on yield, portion size, and product availability
- List factors that may have to be adjusted when scaling a recipe
- Calculate the as-purchased unit cost of a food item
- Calculate the edible-portion cost of a food item
- Calculate the yield percentage of a food item
- Perform a raw yield test and cooking-loss yield test

Calculate the as-served cost of a menu item  
Calculate the three types of food cost percentages  
Calculate the menu prices using three different methods  
Explain the difference between fixed costs and variable costs  
Identify the six stages at which costs must be controlled to result in a profit  
Explain the difference between gross profit and net profit  
Calculate the gross pay and the net pay for a line cook

Define these terms:

standardized recipe

yield

portion size

weight

volume

count

measurement equivalent

scaling

as purchased

edible portion

yield percentage

food cost percentage

perceived value pricing

contribution margin

fixed cost

variable cost

purchase specification

par stock

net profit

gross pay

**Skill:**

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

Develop a menu

Price out a menu

Write out recipes

**Remediation:**

Review with Teacher/Instructional Assistant

Individual Tutoring

Re-teach

correct answers

Study guides

**Enrichment:**

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

Lead and demonstrate safety activity to all levels

Work in cooperative groups and assign activities

Prepare advance pastries and desserts and meals

Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)

- Chunking of Assignments/Material

- Preferential Seating

- Directions and/or Tests Read Aloud

- Study Guide

- Directions/Comprehension Check (frequent checks for understanding)

- Adapted Tests and/or Assignments

- Use of Calculator

- Taking Tests in Alternate Setting (or if requested)

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- Drill and Practice (Repetition of Material)

- Copy of Teacher/Student Notes/Skeleton Notes

- Small Group Instruction

- No Penalization for Spelling

- Use of Daily Planner/Assignment Book (monitor use of)

- Use of Computer (Access to)

- Teacher Modeling

- Have Student Repeat Directions

- Wait Time
  - Access to School Counselor
  - Positive Reinforcement
  - Provide Frequent Feedback
  - Positive Reinforcement
  - Provide Frequent Breaks
  - Variety of Assessment Methods
  - Regular Notebook Check
  - Use of Assistive Device (i.e. notepad, laptop, etc.)
  - Syllabus for Major Projects
  - Limited, Short Directions
  - Grading Rubric
  - Communication Regarding Behavior & Consequences (PBS)
  - Clear Language for Directions
  - Use of Multisensory Approach
  - Provide Opportunities to Retest
  - Frequent Review Sessions
  - Use a variety of Modalities when Introducing Skills/Concepts
  - Books on Tape or CD
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  - Exempt from reading Aloud in Front of Peers
  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test
- Summary using journal
- Student observation
- Checklist
- Rubric
- Student observation
- Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

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- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Teacher evaluating a student media presentation

- Peer evaluation of individual students

- Student self-assessment

- WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Study guides provided prior to tests

- Use of a scribe

- Use of calculator

- Multiple Choice will include 3 choices instead of 4

- Matching with groups of no more than 5

- Tests read aloud

- Word bank with no more than 10 options

- Word bank with no more than 5 options

- Extended time to complete the assessment

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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Hyperlinks:

[www.schoology.com](http://www.schoology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** PA2100 - DEMONSTRATE BASIC  
INDUSTRY POSITIONS



**Unit Number:** PA2100

**Dates:** Spring 2016 **Hours:** 204.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**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:**

PA2100 - DEMONSTRATE BASIC INDUSTRY POSITIONS

PA2101 - RESERVED

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 restaurant operations.

PA2105 - Perform duties as a cook.

PA2106 - Perform duties as a cook's helper.

PA2107 - Perform duties as an expediter.

PA2108 - Perform duties as a dessert person.

PA2109 - Perform duties as a line server and beverage person.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

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#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

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

#### **Skill:**

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

**Remediation:**

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

**Enrichment:**

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

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
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- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
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- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
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- Communication Regarding Behavior & Consequences (PBS)
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- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills

- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe

- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

**Resources/Equipment:**

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Johnson & Wales, McGraw-Hill. Culinary essentials (2006) Columbus, Ohio; McGraw-Hill Education

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts. Boston, MA: Prentice Hall

National Restaurant Association. (2011) Foundations of Restaurant Management and Culinary Arts, teacher resource binder. Boston, MA: Prentice Hall

Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Kitchen equipment

Slicer

Mixer

Range

Oven

Dishwasher

Steamer

Steam table

Broiler

Hyperlinks:

[www.schoolology.com](http://www.schoolology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Grill

Deep Fryer

Beverage Machine

Chemicals and cleaning agents

Small wares

Knives, measuring cups, scales

Food

Computer

Cash register



Monroe Career & Technical Institute

**Course:** Culinary Arts

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



**Unit Number:** PA2200

**Dates:** Spring 2016 **Hours:** 200.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**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:**

PA2200 - PERFORM "FRONT- OF- THE- HOUSE" OPERATIONS

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

PA2202 - RESERVED

PA2203 - Describe duties of a host/hostess.

PA2204 - Describe duties of a beverage person.

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

PA2206 - Describe duties of a salad bar attendant.

PA2207 - Describe duties of a bus person and food runner.

PA2208 - Describe sidework duties.

PA2209 - RESERVED

PA2210 - Handle a compliment and complaint.

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

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

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- Pennsylvania Core Standards for Mathematics Standard 2.0

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##### NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

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

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

#### **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.  
Complete the packet for restaurant service

##### **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  
Take an order  
Handle a compliment and complaint and refer to manager  
Demonstrate proper table decorative pieces

**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  
Prepare for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
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- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
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### **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

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

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- Module Exam

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- Graded Math practice assignments
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- Teacher evaluating a student media presentation
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- Student self-assessment
- WORK ETHIC
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Amendola, Joseph, and Nicole Rees. The Bakers Manual. 5th. Hoboken, NJ: Wiley & Sons, 2003. Print.

Hyperlinks: [www.schoolology.com](http://www.schoolology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)

Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** L2500 - PERFORM BASIC  
MATHEMATICAL FUNCTIONS  
RELATED TO FOOD SERVICE  
OPERATIONS



**Unit Number:** L2500

**Dates:** Spring 2016 **Hours:** 45.00

*Last Edited By:* Culinary Arts Instructor (06-01-2016)

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**Unit Description/Objectives:**

Student will know and be able to use basic math calculations for determining costing, measurements, scaling, converting, cost percentages, and reading temperatures using a thermometer.

**Tasks:**

L2801 - Perform basic math functions.

L2802 - Calculate food, beverage, and labor and cost percentages.

L2803 - Demonstrate the process of costing recipes including yield and adjustment.

L2804 - Determine selling price.

L2805 - Prepare guest check using current technology.

L2806 - Solve word problems in discount, interest, percent, and proportion.

L2807 - Use and read a variety of thermometers.

L2808 - Solve money problems.

L2809 - Convert recipes

L2810 - Demonstrate and use weights and measures to proper scaling and measurement techniques.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

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Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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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

##### **Skill:**

Perform basic math functions  
Calculate food, beverage, and labor and cost percentages  
Calculate food, beverage, and labor and cost percentages  
Demonstrate the process of costing recipes including yield and adjustment  
Determine selling price  
Prepare guest check using current technology  
Solve word problems in discount, interest, percent, and proportion  
Use and read a variety of thermometers  
Solve money problems

Convert recipes

Demonstrate and use weights and measures to proper scaling and measurement techniques

**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 for competitions

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- No Penalization for Spelling
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Teacher Modeling
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check

- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers
- Monitor Speed/Accuracy in which Student Completes Assignment

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

### **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

Use computer properly

### **Assessment:**

Homework Assignment

Quiz/test

Journal summary

Student observation

Practical evaluation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Notebook checks

- Complete Module

- Completed and Turned-in Make Up work

- Exit Slips

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring as each part of an activity is being done correctly

- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment

### **Resources/Equipment:**

Calculator

Measuring devices

Textbooks:

"Introduction to Culinary Arts", The Culinary Institute of America, 2007, Prentice Hall, ISBN-10: 0131171402

"Baker's Manual", 5th Ed 2008 Workbooks

"Culinary Essentials", 2006, Glenco McGraw Hill, ISBN 0-07-869070-6

Reference books from Culinary Hospitality Travel & Tourism

Hyperlinks:

[www.schoology.com](http://www.schoology.com)

[www.monroecti.org](http://www.monroecti.org)

[www.acfchefs.org](http://www.acfchefs.org)

[www.nraef.org](http://www.nraef.org)

[www.pct.edu](http://www.pct.edu)

[www.servsafe.com](http://www.servsafe.com)