

# Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** L2600 PERFORM BASIC MATHEMATICAL FUNCTIONS RELATED TO FOOD SERVICE OPERATIONS

**Number:** L2600 **Hours:** 45.00

**Dates:** Spring 2025

## 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:

## 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.

Standard Area - CC.2.1: Numbers and Operations

### 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

Standard Area - CC.2.1: Numbers and Operations

**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

**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, 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:

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:

#### Textbooks

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 Principles and Applications 2012  
 Introduction to Culinary Arts 2007  
 Professional Baking 2005

#### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital Textbook, Vital Source 2018  
 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital Textbook, Vital Source 2018  
 S/P2 Culinary Bundle  
 Career Safe OSHA 10 Culinary Bundle  
 ServSafe Food Handler  
 ServSafe Manager  
 ServSafe AllergenHyperlinks:

[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:** 100 SAFETY AND SANITATION PROCEDURES

**Number:** 100 **Hours:** 80.00

**Dates:** Spring 2025

## 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:

PA101 - Wear and maintain culinary apparel

PA103 - Lift and carry heavy objects up to 50 pounds.

PA104 - Prevent accidents and injuries in the foodservice industry.

PA105 - Follow emergency procedures for injuries and accidents.

PA106 - Explain and identify various fire suppression systems in the foodservice area.

PA110 - Review Safety Data Sheets (SDS) and apply their requirements in handling hazardous materials and describe personal protective equipment (PPE).

PA111 - Describe and apply ServSafe certification requirements.

## Standards / Assessment Anchors

### Focus Anchor/Standard #1:

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### Supporting Anchor/Standards:

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*Supporting Anchor/Standards:*

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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
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Student observation

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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

Demonstrate proper cleaning and sanitizing of food surfaces, tools, and equipment

Develop cleaning schedules

Understand Pest Control Management and applications

### **Assessment:**

Quiz/Test

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- FORMATIVE/SUMMATIVE EVALUATION

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 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital  
 Textbook, Vital Source 2018  
 S/P2 Culinary Bundle  
 Career Safe OSHA 10 Culinary Bundle  
 ServSafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

[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:** 300 THE FOOD INDUSTRY

**Number:** 300 **Hours:** 20.00

**Dates:** Spring 2025

## 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:

PA303 - Investigate professional organizations within the foodservice industry.

PA304 - Investigate career opportunities in the foodservice industry.

PA305 - Analyze 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:*

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Standard - 13.1.11.B

Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

*Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

*Supporting Anchor/Standards:*

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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.

Standard - 13.1.11.B

Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

*Connecting Anchor/Standard:*

- Career Education and Work Academic Standards  
13.2: Career Acquisition (Getting a Job)

*Supporting Anchor/Standards:*

Standard - 13.2.8.B

Evaluate resources available in researching job opportunities, such as, but not limited to:

CareerLinks

Internet (i.e. O\*NET)

Networking

Newspapers

Professional associations

Resource books (that is Occupational Outlook Handbook, PA Career Guide)

Standard - 13.2.8.C

Prepare a draft of career acquisition documents, such as, but not limited to:

Job application

Letter of appreciation following an interview

Letter of introduction

Request for letter of recommendation

Resume

Standard - 13.2.8.D

Develop an individualized career portfolio including components, such as, but not limited to:

Achievements

Awards/recognitions

Career exploration results

Career plans

Community service involvement/projects  
 Interests/hobbies  
 Personal career goals  
 Selected school work  
 Self inventories

### **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 meal 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  
 nouvelle 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, 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:

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:

#### Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

#### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital Textbook, Vital Source 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital Textbook, Vital Source 2018

S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

[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:** 400 PURCHASING, RECEIVING, AND STORAGE

**Number:** 400 **Hours:** 60.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA401 - Follow procedures for purchasing, receiving, and storing of foodservice supplies.

PA402 - Label foodservice products for storage.

PA404 - Inventory foodservice supplies.

## 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

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
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- Positive Reinforcement
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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:

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

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- 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
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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
- Evaluate if students work without hindering other students' progress
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- Account if students are wearing appropriate clothing when necessary
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- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
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- Use of calculator
- Multiple Choice will include 3 choices instead of 4
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### Resources/Equipment:

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#### Software and Technology

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S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

[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:** 500 GARDE MANGER (COLD FOOD PREPARATION)

**Number:** 500 **Hours:** 39.00

**Dates:** Spring 2025

## 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:

PA503 - Create cold food plate presentation and displays.

PA504 - Prepare garnishes.

PA505 - Prepare cold hors d'oeuvres, canapés, and appetizers.

PA506 - Prepare cold sandwiches.

PA508 - Classify types of cheese.

PA510 - Prepare categories and types of salads.

PA512 - Prepare salad dressings.

PA513 - Set up, maintain, and breakdown salad bars.

PA514 - Classify and examine dairy products and dairy alternatives.

## 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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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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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).

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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.

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

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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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**Connecting Anchor/Standard:**

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

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 devourers, 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 horsd'oeuvres abd 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 spread  
 sandwich filling  
 bound salad  
 sandwich garnish  
 hot open-faced sandwich  
 hot closed sandwich  
 hot wrap sandwich  
 grilled sandwich  
 fried sandwich  
 cold open-faced sandwich  
 cold closed sandwich  
 multidecker sandwich  
 cold wrap sandwich  
 tea sandwich

Remediation:

Review with Teacher / Instructional Assistant

Individual Tutoring

Re-teach

Study Guides

Enrichment:

Prepare a 3 course menu according to the guidelines specified

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:

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:**

#### Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018  
 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018  
 Principles and Applications 2012  
 Introduction to Culinary Arts 2007  
 Professional Baking 2005

#### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital  
 Textbook, Vital Source 2018  
 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital  
 Textbook, Vital Source 2018  
 S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

[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:** 600 KNIFE SKILLS

**Number:** 600 **Hours:** 28.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA601 - Identify parts of a knife and practice knife skills.

PA602 - Perform knife cuts: bâtonnet, julienne, small/medium/large dice, brunoise, chiffonade, and mince.

PA604 - Sharpen and hone knives.

PA605 - Identify various types of knives and their uses.

## 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 &amp; 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
  - 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:
- 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:**

## Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018  
Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018  
Principles and Applications 2012  
Introduction to Culinary Arts 2007  
Professional Baking 2005

## Software and Technology

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Textbook, Vital Source 2018  
Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital  
Textbook, Vital Source 2018  
S/P2 Culinary Bundle  
Career Safe OSHA 10 Culinary Bundle  
ServSafe Food Handler  
ServSafe Manager  
ServSafe AllergenHyperlinks:

[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)

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

# Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** 700 FOOD SERVICE TOOLS AND EQUIPMENT

**Number:** 700 **Hours:** 108.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA701 - Operate, clean and sanitize large equipment.

PA703 - Operate, clean and sanitize small equipment.

PA717 - Pass safety tests for all equipment.

PA718 - Identify and use hand tools and smallwares.

## 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).

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

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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 &amp; 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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*Supporting Anchor/Standards:*

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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
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- 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:**

## Textbooks

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Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

## Software and Technology

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# Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** 800 STANDARDIZED RECIPES AND MEASUREMENT

**Number:** 800 **Hours:** 36.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA801 - Prepare food following standardized recipes within industry time limits.

PA804 - Cite US standard weight and volume measurement equivalencies.

PA805 - Measure ingredients using US standard weight and volume.

PA806 - Scale recipes.

## 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, 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
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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

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- 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

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- 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
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- 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:

#### Textbooks

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# Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** 900 NUTRITION

**Number:** 900 **Hours:** 49.00

**Dates:** Spring 2025

## 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:

PA902 - Research dietary guidelines.

PA903 - Interpret food labels in terms of the portion size, ingredients, and nutritional value.

PA904 - Identify major nutrients, their sources, and functions.

PA907 - Research nutritional concerns, food allergies/intolerances, and dietary restrictions.

## 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.

Standard - 3.1.9-12.W Students who demonstrate understanding can construct an explanation based

on evidence for how natural selection leads to adaptation of populations.

*Focus Anchor/Standard #2:*

- Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards  
3.5.6-8.1 Strand: Nature and Characteristics of Technology and Engineering

*Supporting Anchor/Standards:*

3.5.6-8.KK Explain how technology and engineering are closely linked to creativity, which can result in both intended and unintended innovations.

3.5.6-8.II Predict outcomes of a future product or system at the beginning of the design process.

3.5.6-8.LL Compare how different technologies involve different sets of processes.

3.5.6-8.JJ Apply informed problem-solving strategies to the improvement of existing devices or processes or the development of new approaches.

3.5.6-8.CC Consider historical factors that have contributed to the development of technologies and human progress.

*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

Standard - 3.1.9-12.W Students who demonstrate understanding can construct an explanation based on evidence for how natural selection leads to adaptation of populations.

**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)
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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
  - 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
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  - Monitor Speed/Accuracy in which Student Completes Assignment
- Quiz/Test
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- Practical evaluation

### **Safety:**

#### 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

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Practical evaluation

- FORMATIVE/SUMMATIVE EVALUATION
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- 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
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- Evaluate the student's responsibility to complete work logs as expected
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- Use of a scribe
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- Multiple Choice will include 3 choices instead of 4
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- Tests read aloud
- Word bank with no more than 10 options
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- Extended time to complete the assessment

### **Resources/Equipment:**

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# Monroe Career & Technical Institute

Course: Culinary Arts

**Unit Name:** 1000 BREAKFAST FOODS

**Number:** 1000 **Hours:** 57.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

1002 - Prepare eggs.

1003 - Prepare breakfast potatoes.

1004 - Prepare breakfast meats.

1005 - Prepare breakfast batters.

1006 - Prepare hot breakfast cereals.

## 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 &amp; 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, 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:

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:**

### Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital Textbook, Vital Source 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital Textbook, Vital Source 2018

S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

[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:** 1100 DEMONSTRATE KNOWLEDGE OF BEVERAGES

**Number:** 1100 **Hours:** 10.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

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

## 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.

*Supporting Anchor/Standards:*

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## 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
- 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
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- Positive Reinforcement
- Provide Frequent Feedback
- Positive Reinforcement
- Provide Frequent Breaks
- Variety of Assessment Methods
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- Syllabus for Major Projects
- 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
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- 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

- 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:**

#### Textbooks

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 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018  
 Principles and Applications 2012  
 Introduction to Culinary Arts 2007  
 Professional Baking 2005

#### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital  
 Textbook, Vital Source 2018  
 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital  
 Textbook, Vital Source 2018  
 S/P2 Culinary Bundle  
 Career Safe OSHA 10 Culinary Bundle  
 ServSafe Food Handler  
 ServSafe Manager  
 ServSafe AllergenHyperlinks:

[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:** 1200 VEGETABLES AND FRUITS

**Number:** 1200 **Hours:** 41.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA1201 - Identify and select vegetables and fruits in their market forms.

PA1202 - Prepare vegetables and fruits.

PA1206 - Peel, cut, and zest fruits and vegetables.

## 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

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

variety

hybrid

berry

aggregate fruit

grape

pome

drupe

melon

citrus

peel

pith

zest

ethylene gas

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

edible root, bulb, tuber, stem, leaf, flower, seed, mushroom

legume

pulse

lentil

fruit-vegetable

sea vegetable

chlorophyll

carotenoid

flavonoid

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

mealy potato

waxy potato

fingerling potato

new potato  
solanine  
gratinee

**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)
- 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:

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:**

#### Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018  
 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018  
 Principles and Applications 2012  
 Introduction to Culinary Arts 2007  
 Professional Baking 2005

#### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital  
 Textbook, Vital Source 2018  
 Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital  
 Textbook, Vital Source 2018  
 S/P2 Culinary Bundle  
 Career Safe OSHA 10 Culinary Bundle  
 ServSafe Food Handler  
 ServSafe Manager  
 ServSafe AllergenHyperlinks:  
[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:** 1300 PASTA, GRAINS, LEGUMES, AND POTATOES

**Number:** 1300 **Hours:** 31.00

**Dates:** Spring 2025

## Description/Objectives:

Student will know and be able to identify factors and various cooking methods when they prepare market forms of grains and also understand grain processing.

## Tasks:

PA1301 - Prepare pasta, grains, legumes, and potatoes using dry, moist, and combination cooking methods.

## 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
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- 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
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  - De-Escalation Opportunities
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  - Encourage Student to Check Work Before Turning In
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  - 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
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  - Student Self-Evaluation for Behavior
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- Quiz/Test  
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 Student observation  
 Checklist  
 Rubric  
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 Practical evaluation

### **Safety:**

Student must:

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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
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- 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:**

Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital Textbook, Vital Source 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital Textbook, Vital Source 2018

S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

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

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

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

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# Monroe Career & Technical Institute

Course: Culinary Arts

**Unit Name:** 1600 SEASONING AND FLAVORING

**Number:** 1600 **Hours:** 20.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA1601 - Identify herbs, spices, seasonings and condiments and their market forms.

PA1604 - Use herbs, spices, seasonings, and condiments.

PA1605 - Evaluate foods seasoning and flavor balance.

## 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

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

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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:

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*Supporting Anchor/Standards:*

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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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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)
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Handle food properly by preventing cross-contamination, time/temperature and proper personal hygiene

**Assessment:**

Quiz/Test

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- 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
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- 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:**

## Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

## Software and Technology

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Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital Textbook, Vital Source 2018

S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe Allergen

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:** 1700 STOCKS, SOUPS AND SAUCES

**Number:** 1700 **Hours:** 38.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA1701 - Prepare and evaluate stocks and the use of bases.

PA1702 - Prepare and evaluate mother sauces, small/derivative sauces, and pan sauces.

PA1703 - Prepare and evaluate soups.

PA1705 - Prepare thickening agents.

## 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.

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 &amp; 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

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

beurre manie

slurry

liaison

coagulation

mother sauce

emulsification

beurre blanc

coulis

nage

Identify soup varieties from around the world

Describe clear soups

Prepare broths

Clarify a 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

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, 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:

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:

#### Textbooks

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

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



# Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** 1800 MEAT, POULTRY, AND SEAFOOD

**Number:** 1800 **Hours:** 27.00

**Dates:** Spring 2025

## Description/Objectives:

Student will know and be able to perform meat and poultry grading, identify cuts of meat, and also how to receive and handle shipments of meat.

## Tasks:

PA1801 - Fabricate red meat/pork.

PA1803 - Determine cooking techniques for retail cuts of meat, poultry, and seafood.

PA1804 - Prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking methods.

PA1805 - Check for degrees of doneness.

PA1806 - Fabricate poultry.

PA1807 - Fabricate seafood.

## 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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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 &amp; 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

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*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 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

marbing

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)
- 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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- 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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- Provide Opportunities to Retest
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- Provide Editing Assistance
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- 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

Know and be able to follow proper safety and sanitation procedures for using equipment and handling food to prevent foodborne illness, according to the ServSafe National Standards

### **Assessment:**

Quiz/Test

Summary using journal

Student observation

Checklist

Rubric

Student observation

Practical evaluation

- 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:**

Foundations of Restaurant Management and Culinary Arts Second Edition Prostart Level 1 Digital  
Textbook Vital Source

Foundations of Restaurant Management and Culinary Arts Second Edition Prostart Level 2 Digital  
Textbook Vital Source

S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

Servsafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

[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:** 1900 BAKING & PASTRY SKILLS

**Number:** 1900 **Hours:** 102.00

**Dates:** Spring 2025

## Description/Objectives:

Student will know and be able to identify bakeshop ingredients, equipment and functions.

## Tasks:

PA1905 - Prepare quick breads.

PA1906 - Prepare pies and tarts.

PA1907 - Prepare fillings and toppings for baked goods.

PA1908 - Prepare yeast raised products.

PA1909 - Determine the function of baking ingredients.

PA1912 - Prepare and finish cakes.

PA1914 - Prepare cookies.

PA1916 - Prepare pate a choux products.

PA1917 - Prepare custards and puddings.

PA1919 - Prepare dessert sauces.

PA1920 - Create plated desserts.

## 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  
 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  
 baker's percentage  
 gluten  
 yeast  
 blend  
 cream  
 cut-in  
 fold  
 scaling  
 kneading  
 punching  
 rounding  
 panning  
 proofing  
 scoring  
 docking  
 icing  
 ratio  
 blind baking  
 overrun

**Skill:**

Demonstrate knowledge of doughs and mixing methods  
 Define vocabulary terms used in baking  
 Identify and demonstrate equipment and utensils used in baking and discuss proper use and care  
 Produce a variety of types of cookies  
 Identify ingredients used in baking  
 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,pief 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, 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

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Practical evaluation

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- Teacher evaluating if PA Program of Study tasks are being achieved as expected
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- 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
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- Account if students are prepared for class each day
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- 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:

#### Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

#### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital Textbook, Vital Source 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital Textbook, Vital Source 2018

S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe Allergen

Kitchen equipment: Slicer, Mixer, Range, Oven, Dishwasher, Steamer, Steam table, Broiler, Grill, Deep

Fryer. Chemicals and cleaning agents. Small wares: Knives, measuring cups, scales. Baking 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:** 2000 MENUS

**Number:** 2000 **Hours:** 21.00

**Dates:** Spring 2025

## Description/Objectives:

Student will know and be able to plan, organize and design a menu identifying the factors that influence menu prices.

## Tasks:

PA2002 - Determine the methods to for giving variety to a menu.

PA2004 - Create an a la carte restaurant menu with item descriptions.

PA2005 - Create menu formats.

PA2006 - Calculate food costs, percentages, and mark-up.

## 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 &amp; 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.

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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

market menu

cycle menu

menu mix

food allergy

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
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- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
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- Time out
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
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- 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

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- Module Exam

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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:**

## Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

## Software and Technology

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# Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** 2100 Back of House Operations

**Number:** 2100 **Hours:** 204.00

**Dates:** Spring 2025

## 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:

PA2102 - Set up, operate, clean, and break down a ware-washing station.

PA2110 - Set up, operate, and break down hot line stations.

PA2111 - Set up, operate, and break down garde manger stations.

## 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 &amp; 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)
- 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:

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
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### Resources/Equipment:

#### Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

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Principles and Applications 2012

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# Monroe Career & Technical Institute

**Course:** Culinary Arts

**Unit Name:** 2200 FRONT OF HOUSE OPERATIONS

**Number:** 2200 **Hours:** 200.00

**Dates:** Spring 2025

## Description/Objectives:

Student will know and be able to describe different types of restaurant service and perform duties as a host/hostess, beverage person, cashier, salad bar and food runner.

## Tasks:

PA2201 - Determine various types of service used in restaurants.

PA2203 - Perform duties of a host.

PA2204 - Perform duties of a beverage professional.

PA2205 - Perform duties of a cashier.

PA2206 - Perform duties of a server.

PA2207 - Perform duties of a food runner.

PA2208 - Perform sidework duties.

PA2212 - Follow rules of table service.

PA2213 - Use sales techniques for service personnel including menu knowledge and suggestive selling.

PA2214 - Follow procedures for workflow between dining room and kitchen.

PA2215 - Provide customer service and customer relations.

PA2216 - Process guest checks.

PA2217 - Perform duties of a bus 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.

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**

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

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**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

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 and order

Handle a complement 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
- 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, 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
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  - Use a variety of Modalities when Introducing Skills/Concepts
  - Books on Tape or CD
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  - 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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  - Time out
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  - 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

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
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- 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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- 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:**

## Textbooks

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Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

## Software and Technology

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# Monroe Career & Technical Institute

Course: Culinary Arts

**Unit Name:** 2400 FOODSERVICE INFORMATION TECHNOLOGY

**Number:** 2400 **Hours:** 7.00

**Dates:** Spring 2025

## Description/Objectives:

Student will know and be able to understand and demonstrate the use of computer software equipment related to the restaurant industry.

## Tasks:

PA2402 - Investigate foodservice industry operations technology, e.g., point of sale (POS) system.

PA2404 - Use industry communication technology, such as email and social media.

## 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.

Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

### 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.

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*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:

Participate in discussion of examples of safe use of software equipment

Complete reading assignment

Participate in theory lesson and respond to questions

Complete assigned worksheets or projects.

Calculate accurately using mental math and/or calculator

Participate in guided practice

Take notes during lecture

Understand how to navigate school web-site

Use computer to complete tests

Use of computer to complete work

Skill:

Perform care and handling of compute hardware and software

Demonstrate proper use of industry standard software including P.O.S system

Demonstrate use of industry computer accessories and including scanners, touch screens and printers

Demonstrate use of current industry communication and research technology

Remediation:

Review with Teacher/Instructional Assistant

Individual Tutoring

Re-teach

correct answers

Study guides

Enrichment:

Have student model and teach equipment safety to new students during the year

Lead and demonstrate safety activity to all levels

Work in cooperative groups and assign activities

Prepare advance pastries and desserts and meals

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
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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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- Module Exam

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- 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

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- Use of a scribe
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- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
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- Word bank with no more than 10 options
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- Extended time to complete the assessment

### Resources/Equipment:

#### Textbooks

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 1 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart 2 2018

Principles and Applications 2012

Introduction to Culinary Arts 2007

Professional Baking 2005

#### Software and Technology

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 1 Digital Textbook, Vital Source 2018

Foundations of Restaurant Management and Culinary Arts, Second Edition, Prostart Level 2 Digital Textbook, Vital Source 2018

S/P2 Culinary Bundle

Career Safe OSHA 10 Culinary Bundle

ServSafe Food Handler

ServSafe Manager

ServSafe AllergenHyperlinks:

[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:** 2500 Additional Hot Foods Preparations

**Number:** 2500 **Hours:** 75.00

**Dates:** Spring 2025

### Description/Objectives:

In a hot food preparation unit, students learn essential culinary skills that enhance their ability to create appealing and delicious dishes. One of the key components is the art of hot food plate presentation, where the arrangement of food on a plate can elevate the dining experience by making it visually attractive. Additionally, students will explore the preparation of hot hors d'oeuvres and appetizers, which play a crucial role in setting the tone for a meal and engaging guests with a variety of flavors and textures. Finally, mastering the preparation of hot sandwiches allows students to combine different ingredients creatively, resulting in satisfying meals that can be enjoyed at any time. By integrating these skills, students will not only gain confidence in the kitchen but also appreciate the importance of presentation and flavor in the culinary arts.

### Tasks:

2501- Create hot food plate presentations and displays

2502- Prepare hot hors d'oeuvres and appetizers

2503- prepare sandwiches

### Standards / Assessment Anchors

#### Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

#### Supporting Anchor/Standards:

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.

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Supporting Anchor/Standards:

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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 mental math and/or calculator

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

Participate in guided practice in using math formulas

Take notes during lecture

Demonstrate to the teacher proper skills and techniques for food production

Participate in guided practice

Practice in kitchen lab

Identify primal, sub primal and retail cuts and their sources

Identify factors affecting the cooking process of non poultry meats

Describe the kinds of poultry recognized by the USDA and how each kind is further classified

Explain the advantage of purchasing whole poultry

Identify common fabricated cuts of poultry

Explain the meaning of the the USDA inspection stamp

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

Cool fish using different cooking methods

Identify types of crustaceans

Identify types of mollusks

Describe the various market forms of shellfish

Explain how live and frozen shellfish are received and stored

Fabricate types of shellfish

Cook crustaceans, mollusks, and 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

marbing

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)
- Chunking of Assignments/Material
- Preferential Seating
- Directions and/or Tests Read Aloud
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#### Quiz/Test

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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

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#### 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)