

# Calendar-Based Curriculum Map: Foods II

January

<b>Essential Question</b>	What is the importance of safety and sanitation?
<b>Content</b>	<p>What are the principles of purchasing and receiving? Certification; equipment and personal cleanliness; temperatures and sanitation; kitchen cleanliness; storage and handling of food; storage of waste; cross contamination;</p> <p>Food allergies; first aid and emergency procedures; burn and cut prevention; knife usage and storage; use of sterno; material safety sheets</p> <p>FIFO( first in first out); purchasing process; inventory procedures; receiving procedures; inspection of supplies</p>
<b>Skills</b>	<p>Understand Servsafe certification; Compare and contrast temperatures needed for sanitation; Demonstrate proper cleaning techniques for equipment; Demonstrate proper hand cleaning techniques; Demonstrate proper cleaning of floors; Demonstrate proper storage and handling of food; Demonstrate proper storage of waste; Describe the dangers of cross contamination and demonstrate how to avoid cross contamination;</p> <p>Identify common food allergies; Explain common first aid and emergency techniques; Identify proper lifting techniques; Demonstrate proper burn and cut prevention techniques; Demonstrate proper knife usage, safety and sharpening techniques; Demonstrate the proper use of sterno; Explain the usage of Material Safety Data Sheets;</p> <p>Explain the First In First Out procedure; Explain the purchasing process; Perform accurate inventory procedures; Demonstrate proper receiving procedures; Explain the relationship between cost and inventory management; Describe the methods of receiving inspection;</p>
<b>Assessments</b>	Worksheets. Quizzes, Unit Test, Lab evaluations, Safety and Sanitation Pre-lab test
<b>Activities/ Resources</b>	Textbook, discussion, labs, lab activity preplanning and evaluation sheets, ordering sheets, Inventory sheets,

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February	
<b>Essential Question</b>	<p>What is the hospitality industry?</p> <p>What are the principles of nutrition?</p>
<b>Content</b>	<p>History of culinary arts; career hierarchy; levels of expertise; uniforms; opening a restaurant; trends in culinary arts; employee expectations and advancement; ethics; cost control; equipment and technology; enthusiasm and organizational needs; communication and educational needs;</p> <p>Food pyramid; recommended servings; vitamin sources and function; portion control</p>
<b>Skills</b>	<p>Explain the history of the culinary arts and food industry; Explain the hierarchy of careers in the food industry; Identify the different levels of expertise; Distinguish between the levels of industry; Explain the steps in opening a restaurant; Identify the purpose of uniforms; Investigate the trends in the food industry; Compare and contrast the skills/expectations of employees and manager in the food industry; Identify professional ethics; Explain cost control; Identify equipment used in the food industry; Demonstrate enthusiasm, communication, educational, and organizational skills needed in the food industry;</p> <p>Identify and describe the six main food groups of the USDA food pyramid; State the recommended daily servings of each food group; Compare and contrast vitamin sources and functions; Describe and demonstrate the understanding of portion control;</p>
<b>Assessments</b>	Worksheets. Quizzes, Unit Test, Lab evaluations,
<b>Activities/ Resources</b>	Textbook, discussion, labs, lab activity preplanning and evaluation sheets, ordering sheets, presentation of culinary arts history or food pyramid, restaurant design project

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<b>March</b>	
<b>Essential Question</b>	<p>What are the principles of product identification, by appearance and taste?</p> <p>What are the principles of food preparation?</p>
<b>Content</b>	<p>Cuts and grades of beef, pork, veal; identify the different types of poultry, seafood, starches, grains, fruits, vegetables, salad greens. herbs, spices, and dairy</p> <p>Following a recipe; moist cooking, dry cooking, cooking with fats, cooking with stocks and sauces, meat cutting, garde mananager; preparation of: salads/dressing, marinades, canapés and sandwiches, horsd'oeuvres, grains, breads, vegetables, eggs, pastries; cutting techniques; baking techniques; conversion of recipes; garnishing</p>
<b>Skills</b>	<p>Distinguish between different cuts of : beef, veal, pork; Identify between the different types of seafood, starches, grains, fruits, vegetables, salad greens, herbs/spices, and dairy;</p> <p>Demonstrate being able to read and follow a recipe; Demonstrate moist cooking; Demonstrate dry cooking; Demonstrate cooking with fat; Demonstrate cooking with stocks and sauces; Demonstrate cutting meat; Demonstrate garde- manager; Demonstrate the preparation of : salads/dressings, marinades, canapés/sandwiches, hors d' oeuvres, grains, breads, vegetables, eggs, pastries; Demonstrate food cleaning; demonstrate knife skills needed for cutting techniques; Demonstrate baking; Demonstrate rolling, kneading, and piping; Demonstrate conversion of a recipe; Demonstrate aesthetic presentation and garnishing of food;</p>
<b>Assessments</b>	Worksheets. Quizzes, Unit Test, Lab evaluations, Meat Cut test
<b>Activities/Resources</b>	Textbook, discussion, labs, lab activity preplanning and evaluation sheets, ordering sheets, Cookbook with cook evaluations of recipes using in class

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April	
<b>Essential Question</b>	(Continuation of food preparation) What are the principles of menu planning?
<b>Content</b>	Customer expectations; menu compatibility; portion control; food cost/waste; menu adjustment for dietary needs;
<b>Skills</b>	Describe how knowing the customer and expectations can be used in menu planning; Plan a menu compatible to kitchen capabilities, food possibilities, or customer preferences; Demonstrate meal preparation using portion control; Explain the principle of food cost and waste; Demonstrate planning a meal and adjusting it for dietary needs; Explain the usage of menu items being in compliance with truth-in-menu guidelines;
<b>Assessments</b>	Worksheets. Quizzes, Unit Test, Lab evaluations,
<b>Activities/Resources</b>	Textbook, discussion, labs, lab activity preplanning and evaluation sheets, ordering sheets, menu for restaurant design project

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May	
<b>Essential Question</b>	<p>What are the principles of good service?</p> <p>What are the principles of leadership needed in the food service industry?</p>
<b>Content</b>	<p>Table setting; types of service techniques; service sequence; proper beverage service; proper presence and conduct; glassware/tableware/and chinaware; proper cashier duties; cash flow</p> <p>SkillsUSA-VICA; personal values/management skills/interpersonal skills; etiquette and courtesy; professional ethics; communication skills; securing/termination of employees; parliamentary procedures</p>
<b>Skills</b>	<p>Demonstrate proper table setting techniques; Identify the different types of service techniques;</p> <p>Demonstrate the proper service sequence; Demonstrate proper beverage service; Demonstrate proper presence and conduct for the food service industry; Identify glassware; tableware and chinaware;</p> <p>Demonstrate proper cashier duties; Identify proper cash flow procedures;</p> <p>Explain the SkillsUSA-VICA; Identify personal values important to the food industry; Demonstrate interpersonal skills, etiquette and courtesy; Demonstrate effective oral/written communication; Develop a code of professional ethics; Maintain a good professional appearance; Demonstrate basic tasks related to securing and terminating employees; Identify basic parliamentary procedures needed for group meetings;</p>
<b>Assessments</b>	Worksheets. Quizzes, Unit Test, Lab evaluations, Meal serving evaluation
<b>Activities/Resources</b>	Textbook, discussion, labs, lab activity preplanning and evaluation sheets, ordering sheets,