



Culinary Arts 1 Grades 10-12

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Culinary Arts 1 Instructional Information

- The Culinary Arts 1 curriculum is based on the National Restaurant Association's curriculum for ProStart Level 1 certification.
- The activity guides for this curriculum will be found in the National Restaurant Association's curriculum that will be provided to each teacher via a flash drive that is purchased from the National Restaurant Association.
- In the event that students who are English Language (EL) learners are enrolled in the class, teachers will be expected to make accommodations to the activities throughout the course to accommodate the needs of these learners.
- The Linguistic Accommodations for Scaffolding Instruction found on the next two pages will give teachers support in adjusting their activities to meet the needs of EL students. It is also encouraged that the teachers meet with the EL teacher assigned to the students to gain additional resources.
- Unit assessments, answer keys, and scoring guides are also found in this document and are to be used as measurements of student progress for each unit of instruction.
- At the end of this document is a questionnaire to be completed during teacher demonstrations and student presentations. There is also a rubric to be used for each food lab that students participate in.

Linguistic Accommodations for Scaffolding Instruction

Created by Dearborn Public Schools and Adapted from “Language and Literacy for ELLs” by John Seidnitz and Melissa Castillo, 2011 and <http://www.colorincolorado.org>

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	<ul style="list-style-type: none"> Allow for first language support Use gestures, movement, and visuals to communicate Expect student to struggle with understanding conversations Allow for peer support Model “survival” language by saying and showing the meaning (For example: “Open your book,” then open the book while the student observes) 	<ul style="list-style-type: none"> Pre-teach social and academic vocabulary before discussions or reading Provide and point to visuals when speaking Teach phrases for communication Simplify speech Use gestures for memorization of routines and some academic tasks Break down multi-step oral directions to one step at a time 	<ul style="list-style-type: none"> Provide opportunities for listening to peers in social and classroom settings Allow for some processing time Provide visuals and verbal cues, especially for academic tasks 	<ul style="list-style-type: none"> Allow for extra processing time when academic tasks are complex and unfamiliar Provide visuals, cues, and gestures when topics are unfamiliar Provide opportunities for requesting clarification, repetition, and rephrasing 	<ul style="list-style-type: none"> Allow extra processing time when academic tasks are complex and unfamiliar Provide visuals, verbal cues, and gestures when topics are complex and unfamiliar Understand the student may request clarification, repetition, or rephrasing. 	Level 6 - Reaching
Speaking	<ul style="list-style-type: none"> Provide words and short sentence stems to support speaking Allow non-verbal responses: yes-no, nods, pointing Provide word wall with visuals Model language- pronunciation and phrasing for student Use visuals and have students <u>point</u> to pictures then say and act out new vocabulary 	<ul style="list-style-type: none"> Provide sentence stems Model pronunciation of academic terms and clap out syllables Provide word walls with visuals and short sentences Allow for extra processing time Allow for peer interaction before expecting a response Ask questions that require a short answer and are fairly literal Focus only on corrections that directly interfere with meaning. Reinforce learning by modeling the correct usage. 	<ul style="list-style-type: none"> Provide sentence stems with more complex grammar, vocabulary, and advanced academic language structures (to justify, compare, etc) Allow extra time when student pauses Provide opportunities for social conversation on unfamiliar topics Provide students with phrases/language used in presentations and give them opportunities to practice presenting with partners before getting in front of a class. 	<ul style="list-style-type: none"> Provide opportunities for extended discussions Provide sentence stems with past, present, future, and complex grammar with unfamiliar academic topics Practice idiomatic phrases in context 	<ul style="list-style-type: none"> Allow extra time when student pauses Provide sentence stems with past, present, future, complex grammar, content-based vocabulary, and abstract terms Provide multiple opportunities for student to speak in varied contexts. 	

Linguistic Accommodations for Scaffolding Instruction

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	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Reading	<ul style="list-style-type: none"> • Use visual support • Provide leveled readers • Allow students to practice with taped texts • Explain environmental print • Practice high frequency words • Adapt content area texts – words, phrases simple sentences • Organize reading in chunks • Allow students to work in pairs 	<ul style="list-style-type: none"> • Provide visual and linguistic supports • Provide leveled readers in each content area • Allow students to “echo-read” with partners • Use adapted texts – with longer sentences • Pre-teach key vocabulary • Using previewing strategies before reading informational text 	<ul style="list-style-type: none"> • Provide adapted texts on unfamiliar topics • Provide higher leveled readers • Allow analysis of reading with peer support • Help students make connections with new vocabulary by teaching derivations or word families such as “important, importance, importantly” 	<ul style="list-style-type: none"> • Provide grade level reading with vocabulary support with unfamiliar terms • Provide visual and linguistic supports, including adapted text for unfamiliar topics • Allow students to collaborate on analysis of texts 	<ul style="list-style-type: none"> • Provide abstract grade level reading with support for comprehending and analyzing text • Provide minimal visual and linguistic supports • Allow students to complete graphic organizers to demonstrate comprehension 	
Writing	<ul style="list-style-type: none"> • Allow drawings with words and use of native language to express concepts • Allow students to “talk out” their writing before committing to paper • Provide short sentence stems to promote writing • Allow students to “copy” from peers. • Encouraging writing with each reading 	<ul style="list-style-type: none"> • Allow drawings and use of native language • Encourage writing on familiar and concrete topics • Provide simple sentence stems and scaffold writing assignments • Allow bilingual dictionaries • Provide student with a fill-in-the-blank version of the content assignment with the necessary vocabulary listed on the page 	<ul style="list-style-type: none"> • Provide grade-level appropriate tasks • Model abstract & technical writing • Provide complex sentence stems for scaffolded writing assignments • Use genre and text structure analysis for better writing • Provide a list of signal words for informational writing (structures) • Use structured graphic organizers or thinking maps for students to complete with key information • Demonstrate effective note-taking and provide a template 	<ul style="list-style-type: none"> • Provide grade-level writing tasks • Give linguistic support for abstract and technical writing that includes modeling and student interactions • Use genre and text structure analysis for better writing • Provide complex sentence stems for scaffolding writing assignments 	<ul style="list-style-type: none"> • Provide more complex grade-level writing assignments with scaffolding as needed • Provide complex sentence stems for scaffolding writing assignments • Provide opportunities for students to use genre analysis to identify and use features of advanced English writing 	

Level 6 - Reaching

Curriculum Overview

Culinary Arts 1

Missouri Career Education combines academics and occupational skill training to prepare students of all ages. Training programs are offered in Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering, and Marketing and Cooperative Education. Missouri Career Education prepares Missourians for the 21st century to better serve the needs of students, parents, educators, and employers through challenging, relevant, and accountable programs. Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels. These groupings of occupations are used as an organizing tool for curriculum design, a model for guidance and instruction, and a mechanism for seamless transition from secondary education to postsecondary and/or career. The career cluster of Human services meets the needs of students interested in the career fields of Family and Community Services, Early Childhood Development and Services, Counseling and Mental Health Services, Personal Care Services, and Consumer Services. (<https://dese.mo.gov>)

Culinary Arts 1 serves as the second course to the Culinary Arts pathway within the Family and Consumer Sciences department. Curriculum for this course was revised to meet the National standards, and was revised to also provide a smoother transition and closer alignment with the previous course and the following course in the Culinary pathway. The United States Department of Agriculture established the MyPlate reminder to help citizens find a healthy eating style and maintain it through their lifetime. The Culinary 1 curriculum was revised to incorporate the MyPlate program while preparing students for the foodservice industry. Dietary Guidelines are updated every five years as well by the Office of Disease Prevention and Health Promotion. The current dietary guidelines (2015-2020) were incorporated into the revision of the curriculum. The dietary guidelines can be found at: https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf.

As part of all of the Family and Consumer Science pathways, the students will be able to take this foundational knowledge and apply to various career paths within the Human Services cluster. Students in this pathway are encouraged to become members of Family, Career and Community Leaders of America (FCCLA). This is a Department of Elementary and Secondary Education approved Career and Technical Student Organization.

COURSE TITLE: Culinary Arts 1

GRADE LEVEL: 10-12

CONTENT AREA: Career and Technical Education

Course Description

Students will explore the skills and information needed to pursue a career in the food service industry. Topics explored include industry opportunities, food safety and sanitation, kitchen basics, intro to management, and cooking methods. Students must complete Culinary Arts 1 before enrolling in Culinary Arts 2. (Prerequisite: Nutrition and Wellness)

Course Rationale

This course allows students to gain knowledge and skills that apply to personal and career oriented studies of the culinary arts. Students are exposed to both the social and professional components of the culinary arts and the food service industry. The curriculum provides a structured environment in which a student has the opportunity to learn basic information and skills relative to food safety, sanitation, cooking, food service career opportunities, and higher education pathways.

Course Scope and Sequence

Unit 1: Introduction to the Food Service Industry -7 class periods (90 minutes)	Unit 2: Food Safety and Sanitation -9 class periods (90 minutes)	Unit 3: Kitchen Basics -8 class periods (90 minutes)
Unit 4: Cooking and Baking Methods -11 class periods (90 minutes)	Unit 5: Management and Customer Service -5 class periods (90 minutes)	

Course Materials and Resources

- Foundations of Restaurant Management, 2nd edition (Level 1)
- National Restaurant Association Curriculum and Activities

Unit Objectives

Unit 1

1. Students will be able to analyze historical factors that influence the current restaurant and foodservice industry.
2. Students will be able to discuss the essentials skills needed for management in the foodservice industry.
3. Students will be able to discuss the skills necessary for building a career in the foodservice industry.

Unit 2

1. Students will be able to identify and demonstrate the techniques necessary to prepare food in a safe and sanitary manner.
2. Students will be able to demonstrate industry standards in selecting, using, and maintaining food production and foodservice equipment.

Unit 3

1. Students will demonstrate the math calculations necessary for kitchen management.
2. Students will identify the equipment needed to prepare and store foods.
3. Students will demonstrate proper use of knives while preparing foods.
4. Students will identify kitchen equipment needed for preparing, holding, and serving food and beverages.

Unit 4

1. Students will be able to describe moist-heat and dry-heat cooking techniques.
2. Students will be able to identify and demonstrate how to prepare several types of sandwiches.
3. Students will be able to identify and prepare several types of salads.
4. Students will be able to match dressings to salad ingredients and prepare a variety of dips.
5. Students will be able to garnish a variety of dishes.
6. Students will be able to identify uses of common baking ingredients and measuring methods.
7. Students will be able to identify and prepare stocks, sauces and soups

Unit 5

1. Students will be able to outline and demonstrate effective listening, speaking, and writing skills.
2. Students will be able to explain how to properly treat and serve guests.

Essential Terminology/Vocabulary

Unit 1

Appearance, Back of the house, Bias, Cafeteria, Café, Career, Communication, Concept, Contract feeding, Cover Letter, Cultural tendencies, Diversity, Empathy, Entrepreneur, Entry-level job, Epicurean, Etiquette, Expeditor, FAFSA., Feedback, Front of the house, Guilds, Haute Cuisine, Hospitality, Job Application, Mentor, Portfolio, Positive attitude, Prejudice, Professionalism, Punctuality, Restorante, Resume, Self-operators, Stereotype, Stress management, Teamwork, Tourism, Travel and tourism

Unit 2

Accident, approved food source, arson., bimetallic stemmed thermometer, boiling, calibrated, cardiopulmonary resuscitation (CPR), class A fires, class B fires, class C fires, cleaners, cleaning, cleaning program, complainant, cross-contact, cross-contamination, emergency plan, employee practices, first aid, first-in & first-out (FIFO), flame detectors, flow of food, food allergens, food allergy, food handlers, food safety management system, fungi, general safety audit, harassment, hazard analysis critical control point (HACCP), heat detectors, Heimlich maneuver, inspection, integrated pest management (IPM) program, liability, management practices, mold, occupational safety and health administration, off-site service, parasites, ready-to-eat food, sanitizing, smoke detectors, TCS food, Temperature danger zone (TDZ), time-temperature abuse, yeast

Unit 3

Bimetallic stemmed thermometer, boning knife, char-broiler, cheese cloth. Bench scraper, china cap, combi-oven, digital scale, expediter, Food processor, garde-manger, Hotel pan, Immersion Blender, Mandoline, maître d, mise en place, proofing cabinet, salamander, skimmer/spider, sous chef, tourne, umami.

Unit 4

Aromatics, Base, beurre manie, blanching, body, béchamel, canape, chemical leaveners, cold sandwiches, conduction, convection, creaming method, deep fried, dips, dressing, emulsifier, emulsion, Espagnole, filling, foaming methods, garnish, hors d'oeuvres, infrared heat, mirepoix, mother sauces, multi decker, open faced, panini, physical leaveners, radiation, roux, sauce, slurry, spread, stock, suspension, sweating, veloute, yeast.

Unit 5

Back of the House, bussers, caffeine, cold beverages, contemporary service, family style dining, floor manager, food runners, formal service, Front of the House, Gueridon, hospitality, hot beverages, needs of guests, Rechaud, server, service, service station, service tools, serving utensils, traditional service, Tureen, types of forks, types of spoons