



## Culinary Arts 2 Grades 11-12

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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 21<sup>st</sup> 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 2 Instructional Information

- The Culinary Arts 2 curriculum is based on the National Restaurant Association's curriculum for ProStart Level 2 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>

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

## Linguistic Accommodations for Scaffolding Instruction

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

Level 6 - Reaching

## Curriculum Overview

### Culinary Arts 2

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 2 serves as the capstone 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 courses 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 2 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](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 2

GRADE LEVEL: 11-12

CONTENT AREA: Career and Technical Education

### Course Description

During this year long class, students will explore the skills required by the food and restaurant industry preparing them for an entry-level position in the culinary field or entrance to a culinary arts program. A variety of food preparation techniques and applications will be taught. Students will be given a technical skills assessment at the end of the course which could award them a scholarship through the National Restaurant Association if all the requirements are met. (Prerequisite: Culinary Arts I)

### Course Rationale

This course is the second course of a sequential offering in the Culinary Arts field of study. 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 social and professional components of the culinary arts, including food safety, sanitation, cooking, and industry career opportunities, and higher education pathways. Students participating in this program will receive marketable skills, and the opportunity to complete college credit towards a Culinary Arts program of studies articulated with St. Louis Community College, Forest Park Culinary Program.

### Course Scope and Sequence

<b>Unit 1: Marketing</b> – 6 class periods (90 minutes)	<b>Unit 2: Eggs and Breakfast; Fruit and Vegetables; Potato, Grains, and Pasta</b> – 26 class periods (90 minutes)	<b>Unit 3: Cost Control</b> – 8 class periods (90 minutes)	<b>Unit 4: Sustainability</b> – 10 class periods (90 minutes)
<b>Unit 5: Meat, Poultry, and Seafood</b> – 10 class periods (90 minutes)	<b>Unit 6: Yeast breads, Cakes, Pies, Dessert, and Plating</b> – 20 class periods (90 minutes)		

### Course Materials and Resources

- Foundations of Restaurant Management, 2<sup>nd</sup> edition (Level 2)
- National Restaurant Association Curriculum and Activities



# Unit Objectives

## Unit 1

The students will be able to:

1. Identify and describe the steps in the marketing process.
2. Create the parts of a SWOT analysis.
3. Identify and explain the four basic methods of market research, the concept of market segmentation and different types of sales promotions used.
4. Describe various types of menus, how they are organized, and their role as a marketing tool.

## Unit 2

The students will be able to:

1. Identify the characteristics, cooking techniques and proper storage of foods used to make breakfast. Including dairy, eggs, cereal, hot drinks.
2. Prepare breakfast foods.
3. Identify and prepare fruits and vegetables in a variety of techniques.
4. Identify and prepare potatoes, grains, legumes, pasta, and dumplings.

## Unit 3

The students will be able to:

1. Identify and explain the purpose of a budget in a foodservice business.
2. Define and calculate food cost and food percentage.
3. Understand the factors that affect labor costs and the importance of developing a labor schedule.
4. Define and outline the processes of purchasing, selection, and procurement.

## Unit 4

The students will be able to:

1. Identify the importance of sustainability on the foodservice industry.

## Unit 5

The students will be able to:

1. Analyze grading, purchasing, storing and basic cooking techniques for meat.
2. Analyze grading, purchasing, storing and basic cooking techniques for poultry.
3. Analyze grading, purchasing, storing and basic cooking techniques for seafood.

## Unit 6

The students will be able to:

1. Identify and prepare various types of yeast dough.
2. Identify and prepare cake batters, icings, steamed puddings, pies, and dessert soufflés.
3. Explain chocolate production and storage and techniques for tempering chocolate.
4. List characteristics and steps for production of specialty desserts and plate various desserts.

## Essential Terminology/Vocabulary

### Unit 1

A la carte, California, cycle menu, Dog, du jour, limited, marketing, marketing mix, Menu types, plow horse, puzzle, Star, SWOT analysis, table d hote.

### Unit 2

Acids, al dente, alkalis, American service, albumen, brassica, chalazae, Continental service, cream, English service, enzymatic browning, ethylene gas, Fructose, Homogenization, hydroponic farming, Lyonnais, Pasteurization, pooled eggs, pureed, resting, smoke point, solanine, yolk.

### Unit 3

Commodity, depreciation, fixed expenses, franchise, inventory, kickbacks, labor, nonperishable, overhead, pilfering, recipe, Revenue, requisitions.

### Unit 4

Aquaculture, EPA, fossil fuel, green, organic, Sustainability.

### Unit 5

Aging, bouillabaisse, deveining, fabrication, fowl, goujonettes, IQF, meat, offal. Giblets, truss, paupiettes

### Unit 6

Blind baking, bloom, brunoise, creams, docked, dough, Kneading, napping, nibs, proof, profiteroles, timbale.