

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Culinary Arts 1, 2, 3

Institutional Food Worker CIP 12.0508

Grade Level: 10-12

Date of Board Approval: _____

Planned Instruction

Title of Planned Instruction: Year One

Subject Area: Culinary Arts

Grade(s): 10/11 first year students

Course Description:

Culinary Arts is an instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instructional skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level.

Cooks and food preparation workers prepare a wide range of foods. Students learn to make soups, salads entrees, side dishes, and desserts. Students can learn the skills needed to work in a variety of restaurants, as well as other places where food is served, such as grocery stores, schools, and hospitals. Throughout the program, students learn to prepare and cook meals, just like a head cook would. They also learn the skills needed to be a food preparation worker who assists the cooks. They perform tasks, such as peeling and cutting vegetables, trimming meat, preparing poultry, keeping work areas clean, and monitoring temperatures of ovens and stovetops.

Students will learn the foundational knowledge needed to advance or be promoted in a working kitchen. These jobs include kitchen managers, food service supervisors and executive chefs.

Time/Credit for the Course: 3 credits

Curriculum Writing Committee:

Alexander Niosi

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**Curriculum Map
(First Year)**

Marking Period One (45 days) Aug-Oct	
Goal:	Overview/Topics:
ServSafe Kitchen Safety	Safety and Sanitation Procedures (100)
	Purchasing, Receiving & Storage Procedures (400)
	The Food Industry (300)
	Meats, Poultry and Seafood (1800)
	Back of House Operations (2100)
	Foodservice Tools and Equipment (700)
	Knife Skills (600)

Marking Period Two (45 days) Nov-Mid Jan	
Goals:	Overview/Topics:
Baking	Standardized Recipes Measurement (800)
	Baking and Pastry Skills (1900)

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Marking Period Three (45 days) Mid Jan-March	
Goal:	Overview/Topics:
Garde Manger Stocks, Soups, and Sauces	Nutrition (900)
	Garde Manger (Cold Food Preparation) (500)
	Seasoning and Flavoring (1600)
	Stocks, Soups & Sauces (1700)
	Back of House Operations (2100)

Marking Period Four (45 days) April-June	
Goal:	Overview/Topics:
F.O.H.	Perform "Front-of-the-House" Operations (2200)
	Foodservice Information Technology (2400)

(Goals above are to describe the intended general/global outcome of each marking period.)

Curriculum Plan (First Year)

Unit: Safety and Sanitation

Marking Period: 1

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.2.11.E

13.3.11.A

13.3.11.E

Big Idea(s):

Essential Questions: How does one apply risk management procedures to food safety and sanitation?

Concepts: One needs to follow important standards of personal hygiene, kitchen sanitation and safety practices to prevent accidents and spreading foodborne illnesses.

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Competencies: wear appropriate apparel, personal hygiene, know causes/preventions of accidents and injuries, follow emergency procedures for injuries/accidents, apply ServSafe certification requirements

Overview: In this unit students will learn the basic concepts of being and working clean and sanitary in the kitchen. Students will learn how to safely operate small hand tools and large equipment at industry standard.

Goals: Students will pass a National Restaurant Food Handler exam with a 75% or higher to achieve a Servsafe Food Handler Certification. Students will pass an online SP2 safety exam with a 100% in order to be able to work in the lab. Students will pass individual equipment safety tests in order to show understanding of safe operation of each piece of equipment.

Objectives:

Students will be able to:

- wear appropriate apparel in the food preparation area (101)
- lift and carry heavy objects (103)
- list causes/preventions for injuries and accidents (104)
- follow emergency procedures for injuries and accidents (105)
- describe types and uses of fire extinguishers used in the food service area (106)
- review Safety Data Sheets (SDS), explain their requirements in handling hazardous materials, and describe personal protective equipment (110)
- describe and apply Servsafe certification requirements (111)
- identify professional organizations within the industry (303)
- investigate career opportunities in the foodservice industry (304)
- follow procedures for purchasing, receiving, and storage of foodservice supplies (401)
- label foodservice products for storage (402)
- inventory foodservice supplies (404)
- identify parts of a knife (601)
- sharpen and hone knives (604)
- identify various types of knives and their uses (605)
- identify, operate, and clean/sanitize large equipment (701)
- identify, operate, and clean/sanitize small equipment (703)
- pass safety tests for all equipment (717)
- Identify and use hand tools and smallwares (718)
- check for degrees of doneness (1805)
- set up, operate, clean, and breakdown a warewashing station (2102)

Core Activities and Corresponding Instructional Methods:

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- Students will create interactive Servsafe notebook
- Students will create google slide presentations
- Black light hand washing lab
- Bacteria/mold growing lab

Assessments:

- o **Diagnostic:** Servsafe pretest, Kitchen walkthrough with equipment questionnaire
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets
- o **Summative:** ServSafe Handler, SP2 online exam

Extensions: to be determined as per need of students

Correctives:

Materials and Resources:

- SP2 online resources
- Servsafe Food Handler Guide 6th edition workbook
- Chromebooks

Unit: Baking

Marking Period: 2

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list **the number only** of each standard that is addressed and **include link(s) to the standards utilized.**

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

PA Academic Standards- Mathematics

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CC.2.4.5.A.1

CC.2.4.5.A.5

CC.2.1.5.C.1

CC.2.1.5.C.2

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions: What is the function of each ingredient in a baked product?

Concepts: Students develop a basic understanding of baking and follow recipes to make baked goods.

Competencies: measure, follow a recipe, identify baking ingredients, prepare various types of cookies, identify factors of influencing quality of baked products

Overview: In this unit students will develop a basic understanding of fundamental baking techniques. Students will learn basic culinary math and baking vocabulary. Students will learn how to weigh and measure ingredients using US standard weights and volumes. Students will learn what a standardized recipe is and how to use/follow one in an industry setting.

Goals: Students will be able to successfully follow a standardized recipe by accurately measuring ingredients using US standard volume or weight measuring equipment. Students will be able to pass a vocabulary test. Students will be able to correctly identify ingredients and tools needed to successfully complete several baking recipes as per rubric to industry standard.

Objectives:

Students will be able to:

- prepare food following a standardized recipe within industry time limits (801)
- cite US standard weight and volume measurement equivalencies (804)
- measure ingredients using US standard weight and volume (805)

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- explain the difference between US standard weight and volume (806)
- list and describe the factors influencing the quality of baked products (1903)
- identify and prepare a variety of quick breads (1905)
- match bread ingredients with their functions (1909)
- identify and prepare various types of cookies (1914)

Core Activities and Corresponding Instructional Methods:

- conversion/equivalent worksheet
- measurement labs
- following direction lab (for standardized recipes)
- kitchen labs (baking, ingredient recognition)
- vocabulary bingo

Assessments:

- o **Diagnostic:** Kitchen math pretest, ingredient/tool scavenger hunt, vocabulary pretest
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard baked goods as per rubric, Kitchen Math Test, Baking Vocabulary Test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place “Materials and Resources” on the last page of the curriculum and list them once.)

Unit: Garde Manger

Marking Period: 3

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

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CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions: What is the meaning and role of the pantry and garde manger chef in a commercial kitchen and what functions are they responsible for?

Concepts: Students will identify basic parts of a salad as well as prepare salads. They will set up, maintain and breakdown a salad bar. Students will also use seasoning, herbs, spices and condiments to properly balance flavors.

Competencies: create cold food presentations and displays, identify and create salads, prepare different dressings, maintain salad bar, use seasoning, herbs, and spices

Overview: In this unit students will learn all the tasks and skills of a Garde Manger Chef (cold preparation). Students will learn how to prepare foods, season them, and present them.

Goals: Students will be able to create a variety of cold food items as per industry standard in an industry setting. Students will be able to present these items in an industry setting (salad bar). They will be able to maintain and breakdown this station in a clean and sanitary fashion.

Objectives:

Students will be able to:

- create cold food plate presentations and displays (503)
- prepare garnishes (504)
- prepare cold hors d'oeuvres, canapes, and appetizers (505)

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- prepare cold sandwiches (506)
- identify and prepare various categories and types of salads (510)
- identify basic parts of a salad (511)
- prepare various salad dressings (512)
- set up, maintain, and breakdown salad bar (513)
- set up, operate, and breakdown a garde manger station (2111)
- identify herbs, spices, seasonings, and condiments and their market forms (1601)
- use seasonings, herbs, spices, and condiments (1604)
- evaluate foods for proper seasoning and flavor balance (1605)

Core Activities and Corresponding Instructional Methods:

- salad bar attendant worksheet and job application
- salad vocabulary bingo
- specialty salad project
- kitchen labs
- dining room labs (salad bar, food presentations)

Assessments:

- o **Diagnostic:** pre-test of garde manger test, salad bar questionnaire
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** Industry standard cold food items as per rubric. Garde Manger Test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place "Materials and Resources" on the last page of the curriculum and list them once.)

Unit: Stocks, Soups, and Sauces

Marking Period: 3

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

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CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

PA Academic Standards- Mathematics

CC.2.4.5.A.1

CC.2.4.5.A.5

CC.2.1.5.C.1

CC.2.1.5.C.2

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions: Why are stocks an important part of the professional kitchen? How can sauces be used to compliment food? How can soup enhance a restaurant's menu?

Concepts: Students develop a basic understanding of stocks and build on that knowledge to learn to develop sauces which they build on to develop into the ability to make soups.

Competencies: understanding stocks, mother sauces and derivatives, seasoning, thickening agents, soup types

Overview: In this unit students will learn about what stocks are and how to create them. Students will learn what mother sauces are and how to create them. Finally they will learn about different types of soups and how to create them.

Goals: Students will learn what stock is and the many different varieties. Students will be able to create several different types of stock from scratch. Students will be able to identify all mother sauces and

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create them to industry standard. Students will be able to properly identify different types of soup and create several to industry standard.

Objectives:

Students will be able to

- identify, prepare, and evaluate a variety of stocks (1701)
- identify, prepare, and evaluate a variety of mother sauces and small/derivative sauces (1702)
- prepare and evaluate types of soups (1703)
- identify and prepare thickening agents for sauces and soups (1705)
- identify herbs, spices, seasonings, and condiments and their market forms (1601)
- use seasonings, herbs, spices, and condiments (1604)
- evaluate foods for proper seasoning and flavor balance (1605)

Core Activities and Corresponding Instructional Methods:

- stocks video and worksheet
- kitchen labs (stocks, sauces, soups)
- textbook chapter review
- vocabulary bingo

Assessments:

- o **Diagnostic:** mother sauce pre-test, stocks worksheet, soups worksheet
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** Successful(industry standard) stocks, soups, sauces as per rubric. Stocks, Sauces, and Soups Test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place "Materials and Resources" on the last page of the curriculum and list them once.)

Unit: Front of the House

Marking Period: 4

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list **the number only** of each standard that is addressed and **include link(s) to the standards utilized.**

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PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.A

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions: How does the front of the house and customer satisfaction affect the back house operations?

Concepts: One needs to understand important duties of each F.O.H position and describe their duties. Current industry information technology.

Competencies: identify and describe different types of services, describe the duties of each F.O.H position, explain workflow between dining room and kitchen

Overview: In this unit students will learn of all the front of the house duties and their responsibilities. Student will learn about different table service. Students will learn about current foodservice information technologies.

Goals: Students will understand and demonstrate a variety of front of the house serving techniques, set up and service for a variety of serving methods. Students will practice and implement front of the house

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customer service proper technique, etiquette, troubleshooting and dealing with customer complaints. This unit will cover sales techniques as applied to front of the house staff. Understanding of sales and marketing as applied to food service and hospitality is a "bottom line" ingredient to increased profits.

Objectives:

Students will be able to:

- identify various types of service used in restaurants (2201)
- describe duties of a host, beverage professional, cashier, server, food runner (2203, 2204, 2205, 2206, 2207)
- describe side work duties (2208)
- describe the general rules of table service (2212)
- discuss sales techniques for service personnel including menu knowledge and suggestive selling (2213)
- explain inter-relationships and work flow between dining room and kitchen operations (2214)
- demonstrate an understanding of guest services and customer relations, including handling of difficult situations (2215)
- process guest check (2216)
- describe duties of a bus person (2247)
- describe use of foodservice industry operations technology, such as point of sale system (2402)
- describe professional use of current industry communications technology, such as email and social media (2404)

Core Activities and Corresponding Instructional Methods:

- Proper place setting
- Proper etiquette service
- Napkin Folds
- Current industry technologies articles
- P.O.S. video and worksheet
- F.O.H. labs
- vocabulary bingo

Assessments:

- o **Diagnostic:** Pre-test of proper dining etiquette
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** Food Service Rubric, Proper Dining Etiquette Test

Extensions:

Correctives:

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Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place “Materials and Resources” on the last page of the curriculum and list them once.)

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Foundations of Restaurant Management & Culinary Arts, Second Edition (Level 1)

Textbook ISBN #: 978-1-58280-335-7

Textbook Publisher & Year of Publication: The National Restaurant Association, 2018

Curriculum Textbook is utilized in (title of course): Culinary Arts Year 1

Planned Instruction

Title of Planned Instruction: Year Two

Subject Area: Culinary Arts
students

Grade(s): 11/12 second year

Course Description:

Culinary Arts is an instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instructional skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level.

Cooks and food preparation workers prepare a wide range of foods. Students learn to make soups, salads entrees, side dishes, and desserts. Students can learn the skills needed to work in a variety of restaurants, as well as other places where food is served, such as grocery stores, schools, and hospitals. Throughout the program, students learn to prepare and cook meals, just like a head cook would. They also learn the skills needed to be a food preparation worker who assists the cooks. They perform tasks, such as peeling and cutting vegetables, trimming meat, preparing poultry, keeping work areas clean, and monitoring temperatures of ovens and stovetops.

Students will learn the foundational knowledge needed to advance or be promoted in a working kitchen. These jobs include kitchen managers, food service supervisors and executive chefs.

Time/Credit for the Course: 3 credits

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Curriculum Writing Committee:

Alexander Niosi

Curriculum Map (Second Year)

Marking Period One (45 days) Aug-Oct	
Goal:	Overview/Topics:
Breakfast Cookery	Breakfast Foods (1000)

Marking Period Two (45 days) Nov-Mid Jan	
Goals:	Overview/Topics:
Baking	Demonstrate Baking and Pastry Skills (1900)
	Demonstrate How to Prepare Standardize Recipes (800)

Marking Period Three (45 days) Mid Jan-March	
Goal:	Overview/Topics:
Poultry Pork	Identify, Prepare, and Cook Meats, Poultry and Seafood (1800)
Food Art	Demonstrate Skills in Garde Manger (500)
	Prepare Vegetables (1200)

Marking Period Four

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(45 days) April-June	
Goal:	Overview/Topics:
Beef Seafood ServSafe Allergen	Identify, Prepare, and Cook Meats, Poultry and Seafood (1800)
	Plan and Cost a Menu (2000)
	Purchasing, Receiving & Storage Procedures (400)
	Demonstrate Knowledge of Nutrition Basics (900)

(Goals above are to describe the intended general/global outcome of each marking period.)

Curriculum Plan (First Year)

Unit: Breakfast Cookery

Marking Period: 1

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

PA Academic Standards- Mathematics

CC.2.4.5.A.1

CC.2.4.5.A.5

CC.2.1.5.C.1

CC.2.1.5.C.2

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

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Big Idea(s):

Essential Questions:

- How are grains used in food preparation?
- Why are proper cooking techniques important when preparing eggs?
- What are the different types of leavening agents in baked products?

Concepts: Students use different cooking techniques to create breakfast foods.

Competencies: measure, follow a recipe, identify breakfast foods, prepare various types of eggs, identify factors influencing quality of breakfast foods

Overview: In this unit students will develop a basic understanding of a variety of breakfast foods and how to cook them to industry standard.

Goals: Students will be able to cook breakfast food to industry standard as per rubric. Students will be able to correctly identify breakfast foods and the ingredients used to make them. Students will be able to pass a vocabulary test and a general breakfast foods knowledge test.

Objectives:

Students will be able to:

- prepare eggs using a variety of cooking methods (1002)
- prepare breakfast potatoes (1003)
- prepare breakfast meats (1004)
- prepare and cook breakfast batter products (1005)
- prepare hot breakfast cereals (1006)

Core Activities and Corresponding Instructional Methods:

Assessments:

- o **Diagnostic:** How many ways to cook an egg worksheet, breakfast vocabulary pre-test
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, breakfast cookery test

Extensions:

Correctives:

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Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place “Materials and Resources” on the last page of the curriculum and list them once.)

Unit: Baking

Marking Period: 2

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

PA Academic Standards- Mathematics

CC.2.4.5.A.1

CC.2.4.5.A.5

CC.2.1.5.C.1

CC.2.1.5.C.2

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

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Big Idea(s):

Essential Questions: What is the function of each ingredient in a baked product?

Concepts: Students develop their understanding of baking and follow recipes to make baked goods.

Competencies: measure, follow a recipe, identify baking ingredients, prepare various types of baked goods, identify factors of influencing quality of baked products

Overview: In this unit students will develop their understanding of fundamental baking techniques. Students will use basic culinary math and baking vocabulary. Students will weigh and measure ingredients using US standard weights and volumes. Students will use standardized recipe to create pies, tarts, and pastries.

Goals: Students will be able to successfully follow a standardized recipe by accurately measuring ingredients using US standard volume or weight measuring equipment. Students will be able to pass a vocabulary test. Students will be able to correctly identify ingredients and tools needed to successfully complete several baking recipes as per rubric to industry standard. Students will be able to create several baked goods to industry standard as per rubric.

Objectives:

Students will be able to:

- prepare food following a standardized recipe within industry time limits (801)
- cite US standard weight and volume measurement equivalencies (804)
- measure ingredients using US standard weight and volume (805)
- explain the difference between US standard weight and volume (806)
- list and describe the factors influencing the quality of baked products (1903)
- identify and prepare a variety of pies and tarts (1906)
- identify and prepare a variety of fillings and toppings for baked goods (1907)
- prepare pate a choux (1916)
- identify and prepare a variety of custards and puddings (1917)

Core Activities and Corresponding Instructional Methods:

- conversion/equivalent worksheet
- measurement labs (baker's scale)
- kitchen labs (baking, ingredient recognition)
- vocabulary bingo

Assessments:

- o **Diagnostic:** Kitchen math pretest, vocabulary pretest

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- **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- **Summative:** industry standard baked goods as per rubric, Kitchen Math Test, Baking Vocabulary Test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place “Materials and Resources” on the last page of the curriculum and list them once.)

Unit: Poultry

Marking Period: 3

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list **the number only** of each standard that is addressed and **include link(s) to the standards utilized.**

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

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13.3.11.F

Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating poultry?

Concepts: Students use different cooking techniques to prepare poultry, poultry fabrication, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

Overview: In this unit students will develop a basic understanding poultry and how to cook it to industry standard.

Goals: Students will be able to cook poultry to industry standard as per rubric. Students will be able to correctly identify different poultry and their fabricated pieces. Students will be able to pass a poultry vocabulary test and a general poultry knowledge test.

Objectives:

Students will be able to:

- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)
- identify and fabricate poultry (1806)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- vocabulary bingo

Assessments:

- o **Diagnostic:** poultry fabrication pre-test, cooking technique pre-test
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, fabrication test, poultry knowledge test

Extensions:

Correctives:

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Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place “Materials and Resources” on the last page of the curriculum and list them once.)

Unit: Pork

Marking Period: 3

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating pork?

Concepts: Students use different cooking techniques to prepare pork, pork primal identification, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

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Overview: In this unit students will develop a basic understanding of pork and how to identify cuts and cook them to industry standard.

Goals: Students will be able to cook pork to industry standard as per rubric. Students will be able to correctly identify different pork primals and their retail cuts. Students will be able to pass a pork vocabulary test and a general pork knowledge test.

Objectives:

Students will be able to:

- identify and fabricate retail meat cuts and their sources (1801)
- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- pork butcher demo
- pork work packet
- vocabulary bingo

Assessments:

- o **Diagnostic:** pork primal pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, pork knowledge test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place “Materials and Resources” on the last page of the curriculum and list them once.)

Unit: Food Art

Marking Period: 3

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Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions:

- How important is the role of food presentation?

Concepts: Students use different techniques to prepare a variety of foods to be presented in an appealing manner, fruit and vegetable identification,

Competencies: knife skills, servsafe knowledge

Overview: In this unit students will develop a basic understanding of food presentation. They will learn how to manipulate foods in order to present them in creative and artistic ways, in the forms of garnishes or platters.

Goals: Students will be able to prepare food platters and plates for presentation with artistic creativity using industry techniques as per industry standard rubric. Students will be able to correctly identify

DELAWARE VALLEY SCHOOL DISTRICT

different fruits and vegetables. Students will be able to pass a vocabulary test and a food identification test. Students will be able to create an artistic food platter for presentation on a salad bar.

Objectives:

Students will be able to:

- create cold food plate presentations and displays (503)
- prepare garnishes (504)
- identify and categorize cheese (508)
- prepare foods using cheese (509)
- identify vegetable and fruits and their various market forms (1201)
- prepare vegetables and fruits using dry, moist, and combination methods (1202)
- list the factors to consider when preparing vegetables and fruits (1203)
- explain and describe the standard of quality for cooked vegetables (1204)
- peel, cut, and zest fruits and vegetables (1206)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (knife skills, recognition, presentation techniques)
- cutting demos
- fruit and vegetable identification
- vocabulary bingo

Assessments:

- o **Diagnostic:** knife skills practical pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, identification test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place "Materials and Resources" on the last page of the curriculum and list them once.)

Unit: Beef

Marking Period: 4

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list **the number only** of each standard that is addressed and **include link(s) to the standards utilized.**

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PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating beef?

Concepts: Students use different cooking techniques to prepare beef, beef primal identification, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

Overview: In this unit students will develop a basic understanding of beef and how to identify primal cuts and cook them to industry standard.

Goals: Students will be able to cook beef to industry standard as per rubric. Students will be able to correctly identify different beef primals and their retail cuts. Students will be able to pass a beef vocabulary test and a general beef knowledge test.

Objectives:

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Students will be able to:

- identify and fabricate retail meat cuts and their sources (1801)
- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- beef butcher video
- beef work packet
- beef primal poster
- vocabulary bingo

Assessments:

- o **Diagnostic:** beef primal pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, beef knowledge test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place "Materials and Resources" on the last page of the curriculum and list them once.)

Unit: Seafood

Marking Period: 4

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

DELAWARE VALLEY SCHOOL DISTRICT

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating seafood?

Concepts: Students use different cooking techniques to prepare seafood, seafood identification, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

Overview: In this unit students will develop a basic understanding of seafood and how to identify different varieties and different ways to cook them.

Goals: Students will be able to cook a variety of seafood to industry standard as per rubric. Students will be able to correctly identify different seafoods. Students will be able to pass a seafood vocabulary test and a general seafood knowledge test.

Objectives:

Students will be able to:

- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)
- identify and fabricate seafood (1807)

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Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- seafood cooking demos
- work packet
- vocabulary bingo

Assessments:

- o **Diagnostic:** forms of seafood pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, seafood knowledge test

Extensions:

Correctives:

Materials and Resources: (If the materials and resources are consistent throughout the curriculum, then place “Materials and Resources” on the last page of the curriculum and list them once.)

Unit: ServSafe (Allergen)

Marking Period: 4

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

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13.1.11.A
13.1.11.B
13.2.11.E
13.3.11.A
13.3.11.E

Big Idea(s):

Essential Questions:

- How does one apply risk management procedures to food safety and sanitation?
- How can we create a safe dining experience for all patrons?

Concepts: One needs to follow important standards of personal hygiene, kitchen sanitation and safety practices to prevent accidents and spreading allergen contamination.

Competencies: wear appropriate apparel, personal hygiene, know causes/preventions of accidents and injuries, follow emergency procedures for injuries/accidents, apply ServSafe certification requirements, cross contact

Overview: In this unit students will learn the basic concepts of being and working clean and sanitary in the kitchen. Students will learn how to safely prepare and serve food to reduce risk of allergic reaction..

Goals: Students will pass a National Restaurant Servsafe allergen exam with a 75% or higher to achieve a Servsafe Allergen Certification.

Objectives:

Students will be able to:

- describe and apply Servsafe certification requirements (111)
- follow procedures for purchasing, receiving, and storage of foodservice supplies
- label foodservice products for storage(402)
- investigate current dietary guidelines (902)
- list major nutrients, their sources, and functions (904)
- discuss current nutritional concerns, food allergens, and dietary restrictions (907)
- list the methods for giving variety to a menu (2002)
- identify menu formats (2005)

Core Activities and Corresponding Instructional Methods:

- servsafe online class
- servsafe online work
-

Assessments:

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- **Diagnostic:** servsafe pre-test,
- **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- **Summative:** Servsafe allergen online certificate exam

Extensions:

Correctives:

Materials and Resources: ServSafe allergen online course

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Foundations of Restaurant Management & Culinary Arts, Second Edition (Level 2)

Textbook ISBN #: 978-1-58280-335-7

Textbook Publisher & Year of Publication: The National Restaurant Association, 2018

Curriculum Textbook is utilized in (title of course): Culinary Arts Year 2

Planned Instruction

Title of Planned Instruction: Year Three

Subject Area: Culinary Arts
students

Grade(s): 12 third year

Course Description:

Culinary Arts is an instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instructional skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level.

Cooks and food preparation workers prepare a wide range of foods. Students learn to make soups, salads entrees, side dishes, and desserts. Students can learn the skills needed to work in a variety of restaurants, as well as other places where food is served, such as grocery stores, schools, and hospitals. Throughout the program, students learn to prepare and cook meals, just like a head cook would. They also learn the skills needed to be a food preparation worker who assists the cooks. They perform tasks, such as peeling and cutting vegetables, trimming meat, preparing poultry, keeping work areas clean, and monitoring temperatures of ovens and stovetops.

Students will learn the foundational knowledge needed to advance or be promoted in a working kitchen. These jobs include kitchen managers, food service supervisors and executive chefs.

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Time/Credit for the Course: 3 credits

Curriculum Writing Committee:

Alexander Niosi

**Curriculum Map
(Third Year)**

Marking Period One (45 days) Aug-Oct	
Goal:	Overview/Topics:
Breakfast Cookery	Prepare Breakfast Foods (1000)
	Demonstrate How to Prepare Standardize Recipes (800)

Marking Period Two (45 days) Nov-Mid Jan	
Goals:	Overview/Topics:
Baking	Demonstrate Baking and Pastry Skills (1900)
	Demonstrate How to Prepare Standardize Recipes (800)

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Marking Period Three (45 days) Mid Jan-March	
Goal:	Overview/Topics:
Poultry Pork	Identify, Prepare, and Cook Meats, Poultry and Seafood (1800)
Food Art	Demonstrate Skills in Garde Manger (500)
	Prepare Vegetables (1200)

Marking Period Four (45 days) April-June	
Goal:	Overview/Topics:
Beef Seafood	Identify, Prepare, and Cook Meats, Poultry and Seafood (1800)
ServSafe Manager	Plan and Cost a Menu (2000)
	Purchasing, Receiving & Storage Procedures (400)
	Demonstrate Knowledge of Nutrition Basics (900)

(Goals above are to describe the intended general/global outcome of each marking period.)

Curriculum Plan (Third Year)

Unit: Breakfast Cookery

Marking Period: 1

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

PA Academic Standards- Mathematics

CC.2.4.5.A.1

CC.2.4.5.A.5

CC.2.1.5.C.1

CC.2.1.5.C.2

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

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13.3.11.C
13.3.11.E
13.3.11.F

Big Idea(s):

Essential Questions:

- How are grains used in food preparation?
- Why are proper cooking techniques important when preparing eggs?
- What are the different types of leavening agents in baked products?

Concepts: Students use different cooking techniques to create breakfast foods.

Competencies: measure, follow a recipe, identify breakfast foods, prepare various types of eggs, identify factors influencing quality of breakfast foods

Overview: In this unit students will develop a deeper understanding of a variety of breakfast foods and how to cook them to industry standard.

Goals: Students will be able to cook breakfast food to industry standard as per rubric. Students will be able to correctly identify breakfast foods and the ingredients used to make them. Students will be able to pass a vocabulary test and a general breakfast foods knowledge test.

Objectives:

Students will be able to:

- prepare eggs using a variety of cooking methods (1002)
- prepare breakfast potatoes (1003)
- prepare breakfast meats (1004)
- prepare and cook breakfast batter products (1005)
- prepare hot breakfast cereals (1006)

Core Activities and Corresponding Instructional Methods:

Assessments:

- o **Diagnostic:** egg cookery practical pre-test, breakfast knowledge pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, breakfast cookery test

Extensions:

Correctives:

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Materials and Resources:

Unit: Baking

Marking Period: 2

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

PA Academic Standards- Mathematics

CC.2.4.5.A.1

CC.2.4.5.A.5

CC.2.1.5.C.1

CC.2.1.5.C.2

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

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Essential Questions: What is the function of each ingredient in a baked product?

Concepts: Students develop their understanding of baking and follow recipes to make baked goods.

Competencies: measure, follow a recipe, identify baking ingredients, prepare various types of baked goods, identify factors of influencing quality of baked products

Overview: In this unit students will develop their understanding of fundamental baking techniques. Students will use basic culinary math and baking vocabulary. Students will weigh and measure ingredients using US standard weights and volumes. Students will use standardized recipe to create various yeast breads and bake and decorate cakes.

Goals: Students will be able to successfully follow a standardized recipe by accurately measuring ingredients using US standard volume or weight measuring equipment. Students will be able to pass a vocabulary test. Students will be able to correctly identify ingredients and tools needed to successfully complete several baking recipes as per rubric to industry standard. Students will be able to create several baked goods to industry standard as per rubric.

Objectives:

Students will be able to:

- prepare food following a standardized recipe within industry time limits (801)
- cite US standard weight and volume measurement equivalencies (804)
- measure ingredients using US standard weight and volume (805)
- explain the difference between US standard weight and volume (806)
- list and describe the factors influencing the quality of baked products (1903)
- identify and prepare a variety of fillings and toppings for baked goods (1907)
- identify and prepare a variety of yeast risen products (1908)
- prepare and finish cakes (1912)
- identify and prepare a variety of custards and puddings (1917)
- identify and prepare dessert sauces (1919)

Core Activities and Corresponding Instructional Methods:

- conversion/equivalent worksheet
- measurement labs (baker's scale)
- kitchen labs (baking, ingredient recognition)
- vocabulary bingo

Assessments:

- o **Diagnostic:** Kitchen math pretest, vocabulary pretest

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- **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- **Summative:** industry standard baked goods as per rubric, Kitchen Math Test, Baking Vocabulary Test

Extensions:

Correctives:

Materials and Resources:

Unit: Poultry

Marking Period: 3

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

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Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating poultry?

Concepts: Students use different cooking techniques to prepare poultry, poultry fabrication, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

Overview: In this unit students will develop a deeper understanding of poultry and how to cook it to industry standard.

Goals: Students will be able to cook poultry to industry standard as per rubric. Students will be able to correctly identify different poultry and their fabricated pieces. Students will be able to pass a poultry vocabulary test and a general poultry knowledge test.

Objectives:

Students will be able to:

- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)
- identify and fabricate poultry (1806)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- vocabulary bingo

Assessments:

- o **Diagnostic:** poultry fabrication pre-test, cooking technique pre-test
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, fabrication test, poultry knowledge test

Extensions:

Correctives:

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Materials and Resources:

Unit: Pork

Marking Period: 3

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating pork?

Concepts: Students use different cooking techniques to prepare pork, pork primal identification, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

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Overview: In this unit students will develop a deeper understanding of pork and how to identify cuts and cook them to industry standard.

Goals: Students will be able to cook pork to industry standard as per rubric. Students will be able to correctly identify different pork primals and their retail cuts. Students will be able to pass a pork vocabulary test and a general pork knowledge test.

Objectives:

Students will be able to:

- identify and fabricate retail meat cuts and their sources (1801)
- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- pork butcher demo
- pork work packet
- vocabulary bingo

Assessments:

- o **Diagnostic:** pork primal pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, pork knowledge test

Extensions:

Correctives:

Materials and Resources:

Unit: Food Art

Marking Period: 3

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

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PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions:

- How important is the role of food presentation?

Concepts: Students use different techniques to prepare a variety of foods to be presented in an appealing manner, fruit and vegetable identification,

Competencies: knife skills, servsafe knowledge

Overview: In this unit students will develop a deeper understanding of food presentation. They will learn how to manipulate foods in order to present them in creative and artistic ways, in the forms of garnishes or platters.

Goals: Students will be able to prepare food platters and plates for presentation with artistic creativity using industry techniques as per industry standard rubric. Students will be able to correctly identify different fruits and vegetables. Students will be able to pass a vocabulary test and a food identification test. Students will be able to create an artistic food platter for presentation on a salad bar.

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Objectives:

Students will be able to:

- create cold food plate presentations and displays (503)
- prepare garnishes (504)
- identify and categorize cheese (508)
- prepare foods using cheese (509)
- identify vegetable and fruits and their various market forms (1201)
- prepare vegetables and fruits using dry, moist, and combination methods (1202)
- list the factors to consider when preparing vegetables and fruits (1203)
- explain and describe the standard of quality for cooked vegetables (1204)
- peel, cut, and zest fruits and vegetables (1206)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (knife skills, recognition, presentation techniques)
- cutting demos
- fruit and vegetable identification
- vocabulary bingo

Assessments:

- o **Diagnostic:** knife skills practical pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, identification test

Extensions:

Correctives:

Materials and Resources:

Unit: Beef

Marking Period: 4

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

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CC.1.2.9-10.A
CC.1.2.9-10.B
CC.1.2.9-10.E
CC.1.2.9-10.H
CC.1.2.9-10.K
CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A
CC.1.4.9-10.D
CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A
13.1.11.B
13.1.11.E
13.1.11.F
13.2.11.E
13.3.11.A
13.3.11.C
13.3.11.E
13.3.11.F

Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating beef?

Concepts: Students use different cooking techniques to prepare beef, beef primal identification, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

Overview: In this unit students will develop a deeper understanding of beef and how to identify primal cuts and cook them to industry standard.

Goals: Students will be able to cook beef to industry standard as per rubric. Students will be able to correctly identify different beef primals and their retail cuts. Students will be able to pass a beef vocabulary test and a general beef knowledge test.

Objectives:

Students will be able to:

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- identify and fabricate retail meat cuts and their sources (1801)
- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)

Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- beef butcher video
- beef work packet
- beef primal poster
- vocabulary bingo

Assessments:

- o **Diagnostic:** beef primal pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, beef knowledge test

Extensions:

Correctives:

Materials and Resources:

Unit: Seafood

Marking Period: 4

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list **the number only** of each standard that is addressed and **include link(s) to the standards utilized.**

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

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CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

13.1.11.E

13.1.11.F

13.2.11.E

13.3.11.A

13.3.11.C

13.3.11.E

13.3.11.F

Big Idea(s):

Essential Questions:

- What are the criteria for selecting and evaluating seafood?

Concepts: Students use different cooking techniques to prepare seafood, seafood identification, internal cooking temperatures

Competencies: cooking techniques, knife skills, servsafe knowledge

Overview: In this unit students will develop a deeper understanding of seafood and how to identify different varieties and different ways to cook them.

Goals: Students will be able to cook a variety of seafood to industry standard as per rubric. Students will be able to correctly identify different seafoods. Students will be able to pass a seafood vocabulary test and a general seafood knowledge test.

Objectives:

Students will be able to:

- determine cooking techniques for retail cuts of meat, poultry, and seafood (1803)
- prepare meat, poultry, and seafood recipes using dry, moist, and combination cooking techniques (1804)
- check for degrees of doneness (1805)
- identify and fabricate seafood (1807)

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Core Activities and Corresponding Instructional Methods:

- kitchen labs (fabrication, recognition, cooking techniques)
- seafood cooking demos
- work packet
- vocabulary bingo

Assessments:

- o **Diagnostic:** forms of seafood pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** industry standard rubrics, vocabulary test, seafood knowledge test

Extensions:

Correctives:

Materials and Resources:

Unit: ServSafe (Manager)

Marking Period: 4

Standard(s): Leave in the title/name of applicable standards below and delete others.

PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards.

Also list the number only of each standard that is addressed and include link(s) to the standards utilized.

PA Academic Standards- Reading

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.E

CC.1.2.9-10.H

CC.1.2.9-10.K

CC.1.2.9-10.L

PA Academic Standards- Writing

CC.1.4.9-10.A

CC.1.4.9-10.D

CC.1.4.9-10.F

Academic Standards for Career Education and Work

13.1.11.A

13.1.11.B

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13.2.11.E

13.3.11.A

13.3.11.E

Anchor(s): (As applicable, number only - include link(s) to the anchors.)

Big Idea(s):

Essential Questions:

- How does one apply risk management procedures to food safety and sanitation from a managerial perspective?

Concepts: One needs to follow important standards of personal hygiene, kitchen sanitation and safety practices to prevent accidents and spreading allergen contamination.

Competencies: wear appropriate apparel, personal hygiene, know causes/preventions of accidents and injuries, follow emergency procedures for injuries/accidents, apply ServSafe certification requirements, cross contact

Overview: In this unit students will learn a more in depth concept of being and working clean and sanitary in the kitchen and how to direct others to do so as a manager of a food facility. Students will learn how to monitor others and make sure they safely prepare and serve food to reduce risk of foodborne illness.

Goals: Students will pass a National Restaurant Servsafe Manager Certificate exam with a 75% or higher to achieve a Servsafe Manager Certification.

Objectives:

Students will be able to:

- wear appropriate apparel in the food preparation area (101)
- lift and carry heavy objects (103)
- list causes/preventions for injuries and accidents (104)
- follow emergency procedures for injuries and accidents (105)
- describe and apply Servsafe certification requirements (111)
- follow procedures for purchasing, receiving, and storage of foodservice supplies(401)
- label foodservice products for storage(402)
- investigate current dietary guidelines (902)
- list major nutrients, their sources, and functions (904)
- discuss current nutritional concerns, food allergens, and dietary restrictions (907)
- list the methods for giving variety to a menu (2002)
- identify menu formats (2005)

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Core Activities and Corresponding Instructional Methods:

- 7th edition Servsafe Manager Coursebook

Assessments:

- o **Diagnostic:** servsafe pre-test,
- o **Formative:** worksheets, quizzes, google slides, lab reports, exit tickets, vocabulary bingo
- o **Summative:** Servsafe Manager certificate exam

Extensions:

Correctives:

Materials and Resources: 7th edition Servsafe Manager Coursebook

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Foundations of Restaurant Management & Culinary Arts, Second Edition (Level 2)

Textbook ISBN #: 978-1-58280-335-7

Textbook Publisher & Year of Publication: The National Restaurant Association, 2018

Curriculum Textbook is utilized in (title of course): Culinary Arts Year 3

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Checklist to Complete and Submit:

(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

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WRITE IN INK ONLY

CURRICULUM

DELAWARE VALLEY SCHOOL DISTRICT AUTHORIZATION FOR PAYMENT

Name:	Building:
Grade Level (Elementary Only):	Subject Area (Secondary Only):
Account Code:	Date:

Date	Service Provided (If Sub, Note Who Was Out)	No. of Hours (If Applicable)	Per Diem Hourly Rate	Total

Total
Payment

I have completed all activities described above and have returned all equipment and materials for which I am responsible.

*This form must be submitted by an employee for payment for the following services:
 (1) Substitute teacher, instructional assistant, clerical, etc.
 (2) Homebound instruction
 (3) Extra Curricular work i.e., coaching, intramural, club or class advisor, director for band, chorus, drama, etc.,
 Approved Activities

This form must be submitted to the Business Office eight days prior to the payroll date.

Signature of Employee	Date
Athletic Director (if applicable)	Date
Principal/Supervisor (if applicable)	Date
Business Administrator	Date
Superintendent or Designee	Date

Revised: August 20, 2001