

Course Overview:

The scholars will use prior knowledge and experience to develop the skills needed for a career in the foodservice industry. Scholars will use hands on learning to run the Metals Café, a student run restaurant at East which is open to the public. Students will rotate through stations in the kitchen and dining room using culinary and customer service skills. This course will also focus on and develop the business mechanics needed to run a profitable business.

| SEPT | OCT | NOV | DEC | JAN | FEB | MARCH | APRIL | MAY | JUNE |
|--------------------------------------|-----|---|-----|--------------------------------|-----|--|-------|------------------------------------|------|
| Unit 1 Nutrition and Cost Control | | Unit 2 Breakfast Food and Sandwiches | | Unit 3 Salads and Garnishes | | Unit 4 Hot Food and Restaurant Production | | Unit 5 Desserts and Baked Goods | |

| Unit 1- Nutrition and Cost Control | Understanding | Essential Question |
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| Mission/Vision Alignment: <ul style="list-style-type: none"> Tenacious -Accesses resources necessary to get a job done-multiple resources if necessary. <ul style="list-style-type: none"> Purposeful -Uses foundational knowledge and essential literacies to develop deeper understandings. <ul style="list-style-type: none"> Advocacy -Accepts differences and listens to the voice of others. | Enduring Understandings <i>Scholars will understand that...</i> U1...nutrition is an important component and consideration in the foodservice industry. U2...cooking techniques can preserve or destroy the nutrients in prepared foods. U3...restaurant leaders control the healthfulness of the menus and recipes they help to create. U4...a properly managed restaurant must control the various costs that are incurred in the operation of any foodservice business. | Essential Questions <i>Scholars will consider such questions as...</i> Q1...In what ways are food handlers effecting the quality of the nutrition in the food they are serving? Q2... What are some ways a food handler can improve the quality of the foods nutrition? Q3...What are some food selections, practices and recipes that will create a more healthful menu? Q4...How is analyzing a profit and loss statement done and what information can be mined form this practice? |

UR East Overview of Year
Grade 11 Curriculum: Culinary Skills Development II



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| <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 1,3,4,6,7,8,9,10</p> | <p>U5...cost controls like purchasing, receiving and storage are the keys to a successful foodservice operation.</p> | <p>Q5...What business practices have the deepest impact on the financial health of a foodservice operation?</p> |
| <p>Performance Task:</p> <p>Scholars will begin with the creation of an eportfolio on Google Sites. This will include career explorations and a current resume. The first project addition to their web site will be the Recipe Design Project which will engage all the aspects of this unit. The scholars will create 2 original recipes that are also required to meet nutritional guidelines. Each recipe will also be costed out and a profitable sales price will be established. Each recipe will be stored on the scholars Web Site (Eportfolio).</p> <p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p> | | |

| Unit 2- Breakfast Foods and Sandwiches | Understanding | Essential Question |
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| <p>Mission/Vision Alignment:</p> <ul style="list-style-type: none"> • Tenacious <p>-Learns from mistakes; picks up and keeps going.</p> <ul style="list-style-type: none"> • Purposeful <p>-Thinks creatively and critically to solve problems, make decisions or take action.</p> <ul style="list-style-type: none"> • Advocacy <p>-Works collaboratively to achieve a goal or effect change.</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 2,4,5,7,8,10</p> | <p>Enduring Understandings <i>Scholars will understand that...</i></p> <p>U1...there are various categories on the breakfast and lunch menu. Each category has unique ingredients and techniques of cooking.</p> <p>U2...they will be working with various ingredients from the dairy industry. They will also be able to properly identify the ingredients as well as how best to use them.</p> <p>U3...the difference between pancakes, crepes, waffles and French Toast and how to prepare each one from scratch.</p> <p>U4...menu selections in the sandwich category are vast and include hot and cold, hors d'oeuvres, grilled and deep fried.</p> | <p>Essential Questions <i>Scholars will consider such questions as...</i></p> <p>Q1...How are breakfast and lunch menus broken up into categories?</p> <p>Q2...What forms of dairy are common to foodservice and how are you able to distinguish them from one another?</p> <p>Q3...What are the similarities and differences between pancakes, crepes, French toast and waffles?</p> <p>Q4...What are the similarities and differences between the various categories of sandwiches?</p> |
| <p>Performance Task:</p> <p>Coffee Project: Scholars will do a demographic study of the scholars at East and determine the major cultures represented in our school. They will identify any coffee producing countries and research the coffee production of those countries. Scholars will also do a coffee cupping experience where they will taste coffees from the coffee producing countries they identified. The students will determine which of the coffees they have tasted and evaluated appeals to the class taste preferences. Each of the Culinary II classes will have their own special coffee blend that will be sold in Metals. We will track the sales to determine which class had the broadest customer appeal in the school.</p> <p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p> | | |

| Unit 3- Salads and Garnishes | Understanding | Essential Question |
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| Mission/Vision Alignment: <ul style="list-style-type: none"> • Tenacious -Uses feedback to refine thinking or actions. <ul style="list-style-type: none"> • Purposeful -Focuses on the task at hand to get the job done. <ul style="list-style-type: none"> • Advocacy -Embraces change and is open minded. | Enduring Understandings <i>Scholars will understand that...</i> U1...salads come in a variety of styles and each has a role to play on a menu. U2...vinaigrettes and emulsions are key elements in dressings for salads while being able to differentiate among various vinegars and oils. U3...garnishing a finished plate requires artistic flare and an understanding of how to coordinate garnishes with menu items. | Essential Questions <i>Scholars will consider such questions as...</i> Q1...What role does each part play in a constructed salad? Q2...How do you determine the appropriate dressing to use on a constructed salad? Q3...When garnishing a finished plate, what guidelines do you use is choosing which garnish you will use? |
| CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 2,3,4,5,7,8,9,10 | | |
| Performance Task: Metals Café: The scholars will be running Metals café at this point and will be assessed on their personal Employability Profile. The menu will be building at this point will include; Breakfast items, Sandwiches, Soups and Salads. They will reflect on the experiences they have had in the running of Metals and compile an electric journal entry for their eportfolio for each of the stations that they cover. These entries will serve as a starting point for level III (Restaurant Management) | | |
| Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile. | | |

| Unit 4- Restaurant Foods and Productions | Understanding | Essential Question |
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| Mission/Vision Alignment: <ul style="list-style-type: none"> • Tenacious -Defines goals and develops a plan to meet them. <ul style="list-style-type: none"> • Purposeful -Reflects on one's own thinking and the thinking of others to inform future actions. <ul style="list-style-type: none"> • Advocacy -Speaks confidently and is willing to respectfully voice opinions to advocate for self or others. | Enduring Understandings <i>Scholars will understand that...</i> U1...many cultures of the world have come together to form and influence the cuisine of the United States. U2...combining the techniques learned and the basic understanding of Mise en Place, the functioning of a restaurant requires many levels of knowledge and skills. | Essential Questions <i>Scholars will consider such questions as...</i> Q1...What are some of the classic American dishes that's origins can be traced back to a cuisine of another country? Q2...What skills and knowledge are constantly in use during the operation of a restaurant? |
| CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 2,3,4,5,6,7,8,10 | | |
| Performance Task: International Cuisine Buffet: The scholars will research the cuisine of a country of their choosing and will write, cost and produce an item from that country and showcase it in an International Cuisine Buffet. They will reflect on the experiences they have had in the running of Metals and compile an electric journal entry for their eportfolio for each of the stations the cover. These entries will be vertically aligned r level III (Restaurant Management) | | |
| Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile. | | |

| Unit 5- Desserts and Baked Goods | Understanding | Essential Question |
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| <p>Mission/Vision Alignment:</p> <ul style="list-style-type: none"> • Tenacious -Recognizes and takes advantage of opportunities (can do attitude) to discover passions/interest. • Purposeful -Listens to and seeks out varying perspectives as part of thinking, decision making and problem solving. • Advocacy -Identifies and utilizes skills to support self and others globally. | <p>Enduring Understandings <i>Scholars will understand that...</i> U1...there are various key ingredients used in baking and an understanding of the use of these ingredients as well as the ingredients function is essential. U2...as in hot food techniques, baking has a set of skills that require knowledge and practice. U3...chocolate plays a large role in baking and dessert and there is a skill to working with and storing.</p> | <p>Essential Questions <i>Scholars will consider such questions as...</i> Q1...What are the key ingredients responsible for producing excellent desserts and baked goods? Q2...It has been said that hot food cooking is about skills and baking is about science, why is this statement an accurate description of the two cooking techniques? Q3...What must you know in order to handle chocolate properly?</p> |
| <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 2,3,4,5,6,7,8,10</p> | | |
| <p>Performance Task: Unit Performance Task: The scholars will compete in a “Cupcake War” with the theme of Girl Scout Cookies. Each team of 2 scholars must create one original cupcake that represents a specific girl scout cookie flavor profile. Administration will judge on taste, appearance and best representation of the theme cookie. ProStart Level I exam, to be taken paper and pencil, practical exam to be held at the NYWCC where the scholars will be given a mystery basket and has three hours to create a restaurant worthy recipe and dish. Taste, presentation, cost and nutritional content will be evaluated. The scholars will present their work to a panel of chefs from the community and judged by industry standards.</p> | | |
| <p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p> | | |