

CULINARY SKILLS II

GRADE LEVEL: 10-11th

Prerequisites: Introduction to Culinary Arts, Culinary Skills Development I

COURSE DESCRIPTION

In this class scholars will use your prior knowledge and experience gained in previous coursework to continue developing the skills needed for a career in the foodservice industry. You will rotate through stations in the kitchen and dining room using culinary and customer service skills. This course also focuses on introducing you and beginning to develop the foundational business skills you will need to run a profitable culinary enterprise in the future.

COURSE SEQUENCE:

“What are the skills I need to master in order to be employed in the restaurant industry?”

SEPT	OCT	NOV-APR	MAY-JUNE
Unit 1 Culinary Principles	Unit 2 Metals Station Rotation Scholars will work collaboratively to Prepare, Execute and Complete at the following stations Stations: Center of the Plate , Vegetable & Starch , Soup , Garde Manger , Bake Shop		Unit 3 Culinary Showcase

Unit 1- Culinary Principles

Enduring Understandings:

Scholars will understand that...

U1...All cooking involves one or more of the following processes: Coagulation of proteins, Caramelization of sugars and gelatinization of starches.

U2...Effective restaurant operations include FOH and BOH stations that each include efficient Preparation, Execution and Completion processes.

U3...It's the responsibility of a restaurant worker to insure safe food handling as it applies to public health standards.

U4...Major spices are combined in different ways to produce culturally specific flavor profiles.

Essential Question:

Scholars will consider such questions as...

What is the match of WHAT you're cooking to HOW you will cook it?

Guiding Questions:

- Is this meal healthy to eat and appealing?
- How does the work you produced today impact our business?
- How has your chosen cooking technique impacted the flavor, texture, moisture and color of the dish you prepared?

ACQUISITION

Students will know...

Content from Rouxbe: Plating Section

- The anatomy of a plate
- How the color, texture, shape and size of each ingredient affects a plate design
- Why a rough drawing of a plated dish prior to cooking is beneficial for the plating process
- The three main plating sections of a round plate
- How to sauce and garnish a finished plate properly

Content from Rouxbe: Seasoning Section

- Brining and explain how it works, identify brining times
- How salt affects food as you cook; when and how to salt food during cooking
- Difference between, types of delicate and hardy herbs
- How to properly store both fresh and dried herbs
- How to cook with herbs and when to add them to a dish
- How to begin to pair herbs with food
- The components of a marinade
- Determine the appropriate marinating time for the food you are cooking

Students will be skilled at...

- Placing the three main components into the appropriate sections on a plate
- Inspecting a plate prior to serving
- Holding, transferring and properly serving a plate to a diner
- Properly prepare meat for cooking after brining
- Preparing herbs for cooking
- Preparing a marinade from scratch
- Preparing foods for marinating and cooking them
- Perform setup and breakdown procedures for each specific station
- Operate the specific station meeting all the required safety and sanitation procedures

Unit 1- Culinary Principles

PERFORMANCE TASK (PROJECT)	
Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> Scholar shows outstanding cooking methods and techniques and any finished product was presentable with no noticeable concerns. (Execute) Scholar demonstrates safe food handling and sanitation practices personally but also monitored the practices of the class during this activity. (Execute) Scholars work-space and prep work is very organized with no mess. Efforts are made ASAP to rectify any problem areas. (Set-up and Breakdown) Scholars demonstrate the ability to work as part of a team and support other teams in the restaurant (Execute, Setup and Breakdown) 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal- The scholars have been taught the basic cooking foundations. In this unit they will be transitioning to using those foundational skills in a restaurant setting. Scholars will develop a felt sense of the real life demands of a line cook, including coordination, timing pressures and station setup and break down</p> <p>Role -Line cook</p> <p>Audience -Teachers from East will be selected to participate in a “soft opening”. Our guests will act as customers and allow our scholars a chance to experience the flow and pace of the restaurant.</p> <p>Situation - Teachers will be seated in the dining room and their orders will be taken. The Scholars will prepare the meals and ready them for service. The look-fors are the scholar’s ability to set-up, execute and break down their station while serving high quality food to the customers.</p> <p>Product -The scholars will produce food for the guests in the dining room and will also demonstrate a moderate level of proficiency in the line cook position.</p>
	<p>OTHER EVIDENCE: <i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <ul style="list-style-type: none"> ROUXBE uses quizzes and “check-in” activities throughout each lesson to assess learning. Each scholar will be assessed on particular competencies depending on which station rotation and lesson they are working.

Unit 2- Metals Station Rotations

ROTATION STATION:# 1 Center of the Plate

Meaning

Enduring Understandings:

Scholars will understand that...

U1... selecting and preparing the center of the plate items including; beef, poultry ,and seafood are the bedrock of the line cooks skill set.

U2...center of the plate items drive most of the financial decisions as well as the supporting items on the menu in a restaurant.

U3...the line cook uses an array of skills to present the best possible finished product such as plate presentation, seasoning and doneness recognition.

U4...the cuisine of America is wide ranging and diverse due to the impact of the joining of many different cultures and styles of cooking.

Essential Question:

Scholars will consider such questions as...

How do my preparation skills impact the quality of the end product?

Guiding Questions:

- Is my chosen technique suitable for the chosen center of the plate item?
- What elements make a successful finished plate presentation?

Students will know...

Content from Rouxbe: Meat Section

- The types of premium beef cuts for steak
- Where premium steaks come from on the steer
- The key factors to look for when choosing a steak
- The importance of marbling in steaks
- Aging and its importance in producing quality steaks
- Understand how to properly prepare steak for cooking
- The importance of tempering steak before cooking
- When to season steak and why
- Why resting steak is important
- The two different techniques used to cook steak
- The importance of cooking temperatures and times when cooking steak
- How roasting at different temperatures affects the meat
- When and how to check prime rib for doneness
- How to properly rest a prime rib roast

Content from Rouxbe: Poultry Section

- The difference between white and dark meat
- The basic muscle composition of poultry and identify which cooking methods are best suited
- The difference between a roaster and a fryer chicken
- Know how to rest and carve a chicken
- How to enhance the flavor and moisture in chicken by brineing, adding compound butter and/or other seasonings
- How to properly air-dry and temper chicken
- How and why to turn a chicken during roasting
- How to rest and carve a chicken

Content from Rouxbe: Fish Section

- How to identify quality fish, whether whole or cut into filets or pieces
- How to properly store fish
- How to properly freeze and thaw fish
- The differences between lean and oily fish
- How to retain moisture when cooking fish

Students will be skilled at...

- Selecting the right protein for the right occasion
- Cooking proteins to maintain maximum juiciness
- Making a quick pan sauce for their item
- Preparing a prime rib and roasting
- Using several different techniques for checking steak doneness
- Preparing a jus to accompany the prime rib roast
- Carving a prime rib roast
- Storing and thawing poultry safely
- Preparing and roasting a chicken
- Testing a chicken for doneness
- Trussing a chicken
- Making a pan sauce or gravy from the drippings
- Identifying the freshness of poultry
- Preparing raw fish for cooking
- Preparing and pan frying fish over low heat and high heat
- Handling fish properly once cooked

Unit 2- Metals Station Rotations

ROTATION STATION: #2 Vegetable & Starch

Enduring Understandings:

Scholars will understand that...

U1...Chefs use acids, bases and salts to impact flavor, texture, moisture content, and color of vegetables.

U2...flavor, texture and the nutritional value of the vegetable side dishes are controlled by the line cook in balance with the qualities of the center of the plate item.

U3...when matching a pasta to sauce the size and shape of the pasta will determine the best match.

U4...The proper ratio between liquids and a particular type of rice grain is essential to produce the desired finished rice dish.

Essential Question:

Scholars will consider such questions as...

How do my preparation skills impact the quality of the end product?

Guiding Questions:

- Does my vegetable side dish match the center of the plate item in color, texture, and flavor profile?
- Have I applied the correct ratios when cooking rice and other grains?

<p>Students will know...</p> <p>Content from Rouxbe: Vegetables Section</p> <ul style="list-style-type: none"> • How to preserve the color of each pigment category • Which vegetables should be boiled or simmered • The difference between blanching and parboiling and how to shock blanched vegetables • How to cook frozen vegetables • How roasting affects vegetables 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Identifying common pigment categories of vegetables • Properly testing vegetables for doneness • Preparing vegetables for steaming and roasting • Finishing steamed vegetables in a variety of flavorful ways • Storing steamed vegetables for future use
<p>Content from Rouxbe: Pasta Section</p> <ul style="list-style-type: none"> • The two different processes used to make pasta • The ingredients used to make pasta • How to pick out quality, dried pasta at the store • The key essentials for cooking pasta • What al dente is and how it's achieved • How to knead pasta dough to develop gluten <p>Content from Rouxbe: Legumes Section</p> <ul style="list-style-type: none"> • Understand how to buy and store dried legumes • Identify three methods for soaking beans • Identify a variety of dried legumes <p>Content from Rouxbe: Rice & Grains Section</p> <ul style="list-style-type: none"> • The basic anatomy of rice • To identify a variety of common types and characteristics of rice • How to store raw and uncooked rice • How to safely cool and reheat rice • Why different types of rice need different ratios of liquid in order to cook • How to steam rice (or grains) • Understand how to make a basic pilaf without a recipe • Know how to enhance a basic pilaf with vegetables or proteins • How much and what type of liquid to use for the risotto method • How to add vegetables to risotto without compromising their texture, flavor and color • How to identify common types of grains • The ratio of liquid to polenta to suit different tastes 	<ul style="list-style-type: none"> • Cooking dried and fresh pasta to perfection every time • Properly saucing pasta • Matching pasta sauce with specific pasta shapes for pasta recipes • Preparing beans for cooking by sorting and rinsing • Properly cooking and testing beans for doneness • Making side dishes and main meals out of pilaf • Choosing the proper types of rice or grains for the risotto method • Cooking and finishing a basic risotto • Cleaning, soaking and toasting grains • Cooking grains using the boiling, steaming, pilaf or risotto method

Unit 2- Metals Station Rotations

ROTATION STATION: # 3 Soup

Enduring Understandings:

Scholars will understand that...

U1...Stocks and broths are the foundation of classical cuisine

U2...Soups are thickened using various methods: rouxs, slurries and starch vegetables.

Essential Question:

Scholars will consider such questions as...

How do my preparation skills impact the quality of the end product?

Guiding Questions:

- When making a clear soup, how did the quality of the stock or broth impact the finished soup?
- When making a thickened soup, how did the thickener give the soup it's texture?

Students will know...**Content from Rouxbe: How to Make Stock Section**

- The definition of a stock
- The importance of stock in cooking
- All of the key principles and techniques to stock making
- What short stock is and where it can be used
- The main difference between white and dark stock
- The differences between broth and stock
- The types of meats that can be used to make broths
- The differences between veal and beef stock compared to other stocks
- What ingredients are used to make chicken, veal or beef stock

Content from Rouxbe: How to Make Soup Section

- What a broth-based clear soup is and understand its characteristics
- The process of making a broth-based clear soup from scratch
- How to add garniture to a broth-based clear soup in order to maintain its clarity
- The components of a stock-based clear soup
- The process of making a stock-based soup from scratch
- Understand what a roux-based soup is
- The main components of a roux-based soup
- The components of a starch-based thick soup

Students will be skilled at...

- Making a short stock from start to finish
- Making a white chicken broth
- Reducing and concentrating dark chicken stock to a sauce-like consistency
- Making dark veal or beef stock
- Making a broth-based clear soup from scratch
- Making a roux-based soup
- Making a starch-based thick soup

Unit 2- Metals Station Rotations

ROTATION STATION: # 4 Garde Manger

Enduring Understandings:

Scholars will understand that...

U1...The role of the Garde Manger chef requires creative presentation abilities and advanced knife skills.

U2...the difference between an emulsified and classic vinaigrette.

Essential Question:

Scholars will consider such questions as...

How do my preparation skills impact the quality of the end product?

Guiding Questions:

- Why is it important to identify and use proper tools to accomplish a given task?

Acquisition

Students will know...**Content from Rouxbe: How to Make Salad & Salad Dressing Section**

- The differences between mild, bold and bitter salad greens
- The importance of drying salad greens
- How to properly prepare and store salad greens
- Identifying commonly used oils and acids used to make vinaigrette
- The difference between stable and unstable emulsions

Students will be skilled at...

- Selecting fresh and healthy salad greens
- Making a basic vinaigrette and how to vary it
- Constructing a composed salad

Unit 2- Metals Station Rotations

ROTATION STATION: #5 Bake Shop

Enduring Understandings:

Scholars will understand that...

U1....The level of gluten development and it's manipulation will determine the quality of breads, doughs and batters.

U2...Pizza crust, Epi, and baguettes have different shaping methods that give each its distinctive finished look.

Essential Question:

Scholars will consider such questions as...

How do my preparation skills impact the quality of the end product?

Guiding Questions:

- How does baking differ from cooking?
- Why is it important to identify and use proper tools to accomplish a given task?
- How does one sequence the steps of a given bread recipe?

Students will know...

Content from Rouxbe: Breads, Doughs & Batters Section

- The general composition of wheat and what gluten is
- When gluten development is desired and when it is not
- The most appropriate flour for a recipe and understand why
- The role flour, salt, water, and yeast in bread making
- The stages of bread making
- The concept of fermentation
- The concept of proofing
- The required equipment for making crêpes

Content from Rouxbe: Chocolate Section

- Where chocolate comes from and how cocoa beans are manufactured
- What cocoa powder and cocoa butter are
- The chocolate manufacturing process
- Understand how to read packaging labels to determine quality chocolate
- Identify characteristics of quality chocolate

Students will be skilled at...

- Making and baking a lean dough
- Preparing and mixing lean dough using the straight dough method
- Performing a spring back test
- Shaping dough into a basic baguette
- Baking bread and test it for doneness
- Preparing crêpe batter
- Cooking crêpes in a pan
- Filling, folding and shaping crêpes with a variety of sweet and savory fillings
- Preparing pate choux and making cream puffs with a variety of fillings
- Preparing a fruit tart with fresh fruits
- Producing a full sized cake, portioned for service.

Unit 2- Metals Station Rotations

PERFORMANCE TASK -PROJECT	
Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> • All elements of the dishes were cooked to standards • All the required techniques were followed and evident • Flavor of the dish was fully developed and tasted complete • Plate was presented with a clear understanding of plate presentation • Station was fully set and organized 	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal- To take the content and the practical experience and apply that learning to a live restaurant setting during normal operating hours. The performance task will be based on the individual station rotation each scholar will be stationed</p> <p>Role - Each scholar will be serving as a line cook depending on which station rotation the scholars are assigned.</p> <p>Audience - The restaurant is opened to the public and any adult in the building. Guests can include scholars' families, teachers and school support staff.</p> <p>Situation - Metals Cafe will be open for breakfast and lunch daily. The level II culinary scholars will serve as line cooks for the restaurant. They will rotate among 5 stations: Center of the Plate, Vegetables / Starch, Soups, Garde Manger, Bake Shop.</p> <p>Product - The finished product will be the actual food our scholars create.</p>
	<p>OTHER EVIDENCE: <i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <ul style="list-style-type: none"> • ROUXBE uses quizzes and "check-in" activities throughout each lesson to assess learning. Each scholar will be assessed on particular competencies depending on which station rotation and lesson they are working

Unit 3- Culinary Showcase

Stage 1 Desired Results

Enduring Understandings:

Scholars will understand that...

U1....Developing, practicing and implementing the qualities of a good line cook leads directly to customer satisfaction.

Essential Question:

Scholars will consider such questions as...

Am I qualified to be hired as a line cook?

Guiding Questions:

Am I using the "Qualities of a Good Line Cook" while I do my work?

Have I thought about how the customer will respond to my work...will they be pleased or unhappy?

Students will know...

- Recipe formulation
- Time management
- How to use a prep sheet
- Seasoning and flavoring techniques
- How to divide, multiply, add, and subtract fractions

Students will be skilled at...

- Researching and adapting a recipe to be used in a professional kitchen
- Culinary math
- Creating a prep list
- Creating a timeline
- Dry and Moist heat cooking techniques
- Food presentation
- Balanced seasoning and flavoring

Unit 3- Culinary Showcase

PERFORMANCE TASK (PROJECT)	
Evaluative Criteria	Assessment Evidence
<p>Criteria for success: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <p><i>Scholars will be able to demonstrate proficiency in Planning, Timing, Organizing and Executing an advanced menu for a public audience.</i></p> <p><i>Scholars will produce a high quality tasting and looking menu item that exceeds customer satisfaction.</i></p> <p><i>Presentation of the recipe refinement process to the guests</i></p>	<p>PERFORMANCE ASSESSMENT <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p>Goal- The scholars have been developing their skills of a quality line cook. In this assessment the scholars will bring all these skills together to showcase what they have learned</p> <p>Role - The Scholars will be performing the role of a catering line cook, working as a team member of a kitchen crew producing and refining menu items for the general public.</p> <p>Audience -The scholars will be producing food for the end of the year Arts Showcase. There will be families, faculty and administration in attendance.</p> <p>Situation - The scholars have been running Metals Cafe all year and this is a catered event for 150 people. The scholars will have to create, plan and execute a menu that they selected that will meet or exceed the needs of the guests.</p> <p>Product - The scholars will produce the food they have planned as well as showcase the steps they took in planning this meal by presenting timelines, prep lists and revised recipes. The scholars will also explain the process of planning and executing to the guests as they interact with them.</p>