

Course Title: Culinary Arts I

Unit: 1	Food Service and Hospitality Business Practices
----------------	--

<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> Determine personnel and fiscal management factors related to the food service and hospitality industries. Examples: personnel- staffing, supervising, scheduling, setting goals, determining policies and procedures fiscal- budgeting, keeping records, controlling inventory, receiving food products, purchasing <ul style="list-style-type: none"> Explaining liability laws regarding property management Identifying customer service, public relations, and promotion programs as marketing strategies for the food and service industry Create a business plan for a food service establishment. Describe the importance of planning, coordinating and supervising production in the food laboratory. Identify credentialing requirements for the food services and hospitality industry.
--	---

<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> Compare management’s major functions (planning, organizing, staffing, leading, and controlling) in the food service and hospitality industries. Determine what issues are involved in hiring, training, supervision, and evaluating employees. Analyze how management is structured in a food service organization (Examples: employees, first-line managers, middle managers, top managers). Describe areas in which liability issues arise in food service establishments (Examples: Discrimination, Sexual Harassment, Americans with Disabilities, Wage and Labor Laws, Workplace injuries and deaths). Compare the relationships between customer value, satisfaction, and quality in food service industries. Discuss how marketing managers develop profitable customer relationships in food service industries. Analyze the role of marketing and its core concepts in food service industries. Design a business plan for a food service establishment (Examples: Mission statement, specific goals that support the mission, sample menus, operating budgets and staffing needs). Evaluate the types of skills required for effective management in food laboratories. Compare credentialing opportunities in the food services industries (Examples: ServSafe, HACCP, ProStart).
--	---

<p>Essential Question(s):</p>	<p>What basic skills, knowledge, and requirements are needed to establish and oversee a food service and hospitality business? How is management structured in a food service organization? What are the good qualities of an effective manager in a food service organization? What laws relate to workers and protect certain groups of people? What information is found in a business plan?</p>
--------------------------------------	---

<p>C. Management Functions</p>	<p>Research: Students research the major job duties, and qualifications for entry level, skill level, and managerial positions to facilitate selection of career choices in culinary arts. They research the role of the Human Resource person in any business but especially for hospitality. Why would training in management be an important part of Culinary Arts?</p> <p>Field Trips: Visit local food service establishments to view different levels of management on site.</p>	<p>Guidelines for Activity Computers Internet Web sites References</p> <p>Arrangements for Field Trips Lead questions</p>
<p>D. Menu Selection, Design, and Preparation.</p>	<p>Menu Project: Students research and design menus using the seven factors that influence the choice of foods on a menu:</p> <ul style="list-style-type: none"> • Customers' Needs and Expectations • Prices • Mission Statement • Type of Food Served • Service Style • Workers' Skills • Required Equipment • Competitors <p>Students should report their findings.</p>	<p>Guidelines for Reporting Computers Internet Web sites References</p>
<p>E. Employability Skills of the Industry</p>	<p>Research Report: Students research credentialing/training opportunities in food service and hospitality industries</p> <p>Career Cruising: Students complete a career search. Report Findings.</p>	<p>Guidelines for Activity Computers Internet Web sites References List of Credentialing/Training Opportunities</p> <p>Guidelines for Activity Rubric Career Cruising Search (or other Internet Career Search) Computers Internet</p>

		Web sites
--	--	-----------

Unit Assessment:	Career Search, Reports on Research, Business Plan, Class Participation, and Rubrics
-------------------------	---

Unit/Course CTSO Activity:	FCCLA STAR Events : Entrepreneurship, Illustrated Talk, Job Interview, Leaders at Work
-----------------------------------	--

Unit/Course Culminating Product:	Business Plan
---	---------------

Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre - Professional Assessments - Nutrition and Food Science

Course Title: Culinary Arts I

Unit: 2 | Safety, Health, and Environment

Content Standard(s) and Depth of Knowledge Level(s):	Students will: <ol style="list-style-type: none">5. Outline compliance requirements for sanitation and health inspections, including proper appearance and hygiene, the use of protective gloves and clothing, correct food handling techniques, and correct use of knives and kitchen equipment.6. Explain procedures for maintaining a safe work area, including first aid and cardiopulmonary resuscitation (CPR), types of fires and containment procedures, fire evacuation procedures, proper lifting and carrying procedures, electric and mechanical hazards, and the procedures for reporting accidents.
---	---

Learning Objective(s) and Depth of Knowledge Level(s):	Students will: <ol style="list-style-type: none">1. Analyze the federal, state, and local sanitation and safety codes for food service establishments.2. Evaluate the steps involved in cleaning and sanitizing.3. Describe the basic work-attire requirements for employees.4. Determine the personal behaviors that can contaminate food.5. Describe procedures food handlers must follow when using gloves.6. Analyze employee health problems that pose a possible threat to food safety.7. Demonstrate proper handwashing techniques.8. Analyze measures for preparing, holding and serving food.9. Describe the sources of direct contamination and cross-contamination.10. Identify biological, chemical, and physical hazards.11. Explain how to respond to an outbreak of foodborne illness.12. Compare different hazards in the food service workplace.13. Demonstrate proper safety and sanitation practices.14. Demonstrate how to perform CPR and first aid.15. Analyze the proper procedure for handling employee wounds on hands or arms.16. Describe how to properly report an accident.17. Discuss common injuries resulting from accidents in the professional kitchen (proper lifting, fires, electrical equipment).18. Contrast the the seven steps in the HACCP System.
---	--

Essential Question(s):	What are the main agencies that are involved in the establishment and regulation of food safety (FDA, FSIS, APHIS, EPA, CDC)? What are the requirements and procedures for maintaining a safe and sanitary kitchen to prevent accidents and foodborne illness outbreaks? What are the potential costs associated with foodborne illness outbreaks?
-------------------------------	--

Why are the elderly at higher risk for getting foodborne illnesses?
 What is the purpose of the HACCP System?
 What hazards can be found in the food service workplace?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Safety and Sanitation</p> <p>A. Safety and Sanitation Standards</p> <ol style="list-style-type: none"> 1. HACCP standards 2. MSDS standards <p>B. Foodborne Illnesses and Hygiene Procedures</p>	<p>Prepare Poster: HACCP</p> <p>10 + 5 Discussion: Discuss the MSDS handbook.</p> <p>Group Work: Students work in groups making Safety and Sanitation Posters</p> <ul style="list-style-type: none"> • Determine basics of safety in culinary arts. • Review workplace conditions identifying safety hazards. <p>Research Activity: Students define key terms and develop a list of questions related to HACCP and MSDS Standards.</p> <p>10 + 5 Discussion:</p> <ul style="list-style-type: none"> • Discuss the basics of sanitation in a professional kitchen. • List food hazards and determine ways to prevent food hazards. <p>Glo Germ Activity: Students wash hands with Glo Germ to showcase how hard it is to remove germs. Proper hand washing activity.</p>	<p>Guidelines for Activity Rubric Internet Web sites References Lead Questions Art Supplies</p> <p>Lead Questions</p> <p>Guidelines for Group Work Art Supplies Rubric Textbooks</p> <p>Guidelines for Activity Textbook Rubric</p> <p>Lead Questions</p> <p>Glow Germ Kit Guidelines for Activity Paper Towels</p>

<p>C. Proper Handling, Preparation, and Storage of Food</p>	<p>Read, Review, and Talk: Students examine proper handling, preparation, and storage of food to maintain compliance with industry requirements (ServSafe Regulations). Share Out.</p> <p>Show Time: Students view videos on the proper handling, preparation and storage of food. Report Out.</p> <p>Teacher Demonstration: The teacher demonstrates the proper cleaning of equipment and maintenance of the commercial kitchen for safety purposes.</p>	<p>Sink Area Black light</p> <p>Lead Questions</p> <p>Video Video Equipment Guidelines for Viewing Video</p> <p>Equipment Chemicals Proper clothing</p>
<p>D. Compliance with Health Codes</p> <ol style="list-style-type: none"> 1. Chemical storage 2. Pest control 3. Garbage disposal 	<p>Quick Talk: Students discuss types of health code issues in the hospitality and tourism industries (pest control, garbage disposal, health inspector visits, etc).</p> <p>Guest Speakers: A Health Department Representative and Fire Marshall discuss the importance of food service establishments complying with health codes.</p> <p>Safety Manual: Students develop a Safety Manuel for employees in a food service establishment. Share Out.</p>	<p>Lead Questions</p> <p>Arrangements for Guest Speaker(s) Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions</p>

Unit Assessment:	Poster Rubric, Health Department Food Handlers Test (Card given for passing), and Safety and Sanitation Test
-------------------------	--

Unit/Course CTSO Activity:	Safety and Sanitation Posters placed throughout the department and school where applicable by FCCLA members
-----------------------------------	---

Unit/Course Culminating Product:	Safety Manual
---	---------------

Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre – Professional Assessments – Nutrition and Food Science

Course Title: Culinary Arts I

Unit: 3	Menus
----------------	--------------

<p align="center">Content</p> <p>Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 7. Design various menus, based on supply and demand, including cycles and computer-based menu skills. 8. Demonstrate cost control measures when setting menu prices for food. 9. Identify factors to be considered when planning menus, including current food trends, nutritional information, and availability of seasonal and regional foods. <ul style="list-style-type: none"> • Calculating as purchased (AP) and edible portion (EP) amounts
---	---

<p align="center">Learning</p> <p>Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Design various menus based on supply and demand: <ul style="list-style-type: none"> • Cycle: weekly, monthly, quarterly, semi-annually, annually • Research available software for computer based menu-planning 2. Analyze the factors to consider when setting menu prices to control cost: <ul style="list-style-type: none"> • The menu itself • The portion sizes • Purchasing • Storing • Issuing • Waste 3. Determine the influences that impact menu prices (Examples: Labor, competition, customers the foodservice operation attracts, the operations atmosphere, current food trends, nutritional information, seasonal and regional foods, and location). 4. Demonstrate the process of calculating “As Purchased” (AP) cost and “Edible Portion” cost (EP).
---	---

<p>Essential Question(s):</p>	<p>What knowledge and skills are necessary to design various menus and determine the cost?</p> <p>What cost control measures are used when setting menu prices for food?</p> <p>What factors should be considered when planning menus?</p> <p>How do you calculate as purchased and edible portion amounts?</p>
--------------------------------------	---

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Menus</p> <p style="padding-left: 20px;">A. Design Menus</p> <p style="padding-left: 40px;">1. Based on supply and demand</p>	<p>Menu Collection:</p> <p>Students collect menus from a variety of sources including the Internet, local restaurants,</p>	<p>Lab Manual Software</p> <p>Computers</p> <p>Internet</p>

<ul style="list-style-type: none"> 2. Cycle-based 3. Computer-based 	<p>hospitals, cafeterias, and cruise line and travel magazines. Working in pairs, students evaluate the layout, type of customer that will like each menu, and the employee skills that are needed to prepare the menu items. (Be sure to add menus you have collected from year to year for the menu library)</p> <p>Word Wall: Students develop a Word Wall on terms used in the descriptions of menus.</p> <p>Brainstorm: Have students list the parts of a menu and then brainstorm in groups why some restaurants do not include all seven parts in their menus.</p> <p>Individual Assignment: Students write menu descriptions.</p>	<p>Web sites Local Eating Establishments School Cafeteria Guidelines for Activity Rubric Guidelines for Activity</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Assignment Computers Internet Web sites References</p>
<p>B. Cost Control Measures in Setting Menu Prices for Food</p>	<p>Invite Guest Speaker: Invite a Food and Beverage Director from a hotel chain to speak to the class about menu pricing.</p> <p>Create Posters: Students develop posters that explain the differences among the four different types of menus and the three types of pricing. Share Out.</p> <p>Complete Worksheets: Students complete worksheets on costing and menu planning.</p>	<p>Arrangements for Guest Speakers Lead Questions</p> <p>Guidelines for Poster Art Supplies Rubric References</p> <p>Worksheets</p>
<p>C. Factors to Consider when Planning Menus</p> <ul style="list-style-type: none"> 1. Food trends 	<p>Menu Creations: Students create menus that reflect food trends, nutritional intake, seasonal, and regional foods,</p>	<p>Guidelines for Activity Rubric Computers</p>

<p>2. Nutritional information 3. Availability of seasonal and regional foods 4. Calculating purchased (AP) and edible portion (EP) amounts</p>	<p>and calculating purchased an edible portion amounts. Take it a step further by having them conduct the next activity on meal planning.</p> <p>Meal Planning: Have students plan a meal for the school cafeteria. It must be aesthetically pleasing. Have students decide if the meal could be served in a nursing home or hospital and why or why not.</p> <p>Research: Students research what happens when a customer has an allergic reaction to a food item that the server or the restaurant did not properly represent.</p> <p><i>Throughout the course students will plan menus.</i></p>	<p>Internet Web sites Lead Questions Cookbooks References</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Lead Questions Cookbooks References</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Lead Questions References</p>
--	---	---

Unit Assessment:	Menu Collection, Individual Assignment, Create Posters, Create Posters, Meal Planning, Research Reports, Class Participation and Rubrics
-------------------------	--

Unit/Course CTSO Activity:	FCCLA members plan a fund raiser for FCCLA and calculate the cost, profit and selling price.
-----------------------------------	--

Unit/Course Culminating Product:	A Complete Set of Menus: a la carte, Semi-a-la carte and Table d’hôte, fixed and cycle menus, and Prix fixe menus
---	---

<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre – Professional Assessments – Nutrition and Food Science</p>
--

Course Title: Culinary Arts I

Unit: 4	Food Preparation
----------------	-------------------------

<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 10. Define food preparation and service terms, including kitchen brigade titles, salamander, lowboy, hot station, and china cap. 11. Apply basic industrial cooking techniques, including using scales, determining recipe yields, applying mise en place, using spices and herbs, and utilizing dry, moist, and combination heat methods. 12. Evaluate quality of food products, including taste, texture, aroma, and appearance. 13. Prepare garde manager: main entrees, stocks, soups, sauces, gravies, and baked products and desserts. Examples: garde manager products--salads, emulsified salad dressings, hors d'oeuvres, closed, open-faced, grilled, and fried sandwiches main entrees--egg dishes, milk products, cheese, fruit, vegetables, pasta, grain, cereal, rice, legumes, beef, vegetarian items, poultry, seafood, game dishes stocks-- bouquet garni, mirepoix, sachet de piece, white, brown, fish, vegetable soups--clear, thick, specialty sauces--espagnole, béchamel, roux, tomato, hollandaise, veloute gravies--reconstituted broken sauces baked products and desserts--pancakes, crepes, waffles, yeast products, cookies, cakes, glazed icings, pies, pastries, meringues, custards, chiffon fillings, candies, poached fruits, mousses, soufflés, pastry crèmes, Bavarian creams 14. Determine procedures for setting up rooms for special occasions and various styles of food. 15. Evaluate the applicability of convenience food items in various menus. 16. Compare different methods of heat transfer in food preparation. Examples: convection, conduction, radiant heat, microwave 17. Analyze ways the nutritive value of food is altered by time, water, preparation, cooking and storage.
--	---

<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define basic food preparation and service terms used in food preparation. 2. Perform essential techniques for cooking. Examples: Reading and following a recipe, how to determine and change yields, practice mise en place, use spices and herbs in creating food, basic cooking methods used in food preparation 3. Analyze evaluation methods for quality food products. 4. Prepare foods in all classifications. 5. Analyze room set up, types of food and styles of food for special occasions. 6. Determine when it is advantageous to use convenience foods. 7. Demonstrate methods of heat transfer in food preparation. 8. Evaluate the processes of conduction, convection, and radiation as they relate to cooking.
--	--

	9. Assess the affect of time, water, type of preparation, cooking method, and storage has on the nutritive value of food.
--	---

Essential Question(s):	<p>What are the essential tools, equipment, techniques, ingredients and terminology necessary for food production?</p> <p>What procedures are used to set up rooms for special occasions?</p> <p>What are the types of meal service styles to consider for special occasions?</p> <p>How is the nutritive value of food affected by the different methods of heat transfer, time, water, storage?</p> <p>When is it most appropriate and effective to use convenience food items in various menus?</p>
-------------------------------	--

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Computers Technology Resources
<p>IV. Food Preparation</p> <p>A. Define food preparation and service terms</p> <ol style="list-style-type: none"> 1. Kitchen brigade titles 2. Salamander 3. Lowboy 4. Hot station 5. China cap <p>B. Apply Basic Industrial Cooking Techniques</p> <ol style="list-style-type: none"> 1. Using scales 2. Determining recipe yields 3. Applying mise en place 4. Using spices and herbs 5. Utilizing dry, moist, and combination heat methods 	<p>Terminology: Students practice French Brigade Terminology with Flash cards, Poster, design a vanity license plate, or Challenge envelopes.</p> <p>Equipment Terms: Students practice kitchen equipment terms with games.</p> <p>Poster: The teacher divides the class into three groups. Each group is assigned one of the three types of heating methods. Each group identifies food items that are cooked using their assigned heat method. They create a poster to describe their assigned cooking method.</p> <p>Conduct Lab Activities: Students prepare food by utilizing cooking techniques, scales, recipe yields, mise en place, and spices and herbs.</p>	<p>Internet Equipment Cards Games</p> <p>Measuring Tools and Equipment Small wares and large Commercial Equipment</p> <p>Guidelines for Activity Cards Rubric Internet Computers Web sites Art Supplies Poster Board</p> <p>Lab Equipment Lab Supplies Guidelines for each lab Rubric Lab Equipment Lab Supplies Guidelines for each Lab</p>

<p>C. Evaluate Quality of Food Products</p> <ol style="list-style-type: none"> 1. Taste 2. Texture 3. Aroma 4. Appearance <p>D. Preparation of Foods</p> <ol style="list-style-type: none"> 1. Grade manager 2. Main entrees 3. Stocks 4. Soups 5. Sauces 6. Gravies 7. Baked products 8. Desserts 	<p>Lab Activities:</p> <ul style="list-style-type: none"> • Evaluate Quality of Food Products • Grade manager • Main entrees • Stocks • Soups • Sauces • Gravies • Baked products • Desserts <p>Hands-On: Evaluate prepared foods for quality and presentation to set quality standards in accordance with company.</p> <p>Demonstrations and Practice:</p> <ul style="list-style-type: none"> • Roux, • Deglaze • Knife cuts • Garde manger • Bouquet garni • Sachet garni. 	<p>Rubric Lab Equipment Lab Supplies Guidelines for Each Lab Lab Planning Form Lab Checklist Recipes</p> <p>Evaluation Checklist Lead Questions</p> <p>Lab Equipment Lab Supplies Guidelines for each Lab Rubric</p>
<p>E. Procedures for Setting up Rooms for Special Occasions and Various Styles of Food</p>	<p>Create and Plan Lab: Students create, plan, and prepare food for special occasions and for various styles of food.</p>	<p>Guidelines for Research Computers Internet Textbooks Web sites References</p>
<p>F. Applicability of Convenience Food Items in Various Menus</p>	<p>Create and Plan: Lab Students create menus that utilize convenience foods.</p>	<p>Guidelines for Research Computers Internet Textbooks Web sites References</p>

<p>G. Different Methods of Heat Transfer in food preparation</p> <ol style="list-style-type: none"> 1. Convection 2. Conduction 3. Radiant heat 4. Microwave 	<p>Research Report on Heat Transfer: Teams research and present on a different heat transfer method in food preparation. Divide class into four teams and give each team one method. Give reports of their findings.</p> <p>Lab on Heat Transfer: Students participate in convection, conduction, radiant, and microwave labs to showcase the different methods of heat transfer.</p>	<p>Guidelines for Research Computers Internet Textbooks Web sites References</p> <p>Lab Equipment Lab Supplies Guidelines for Activity Food Items</p>
<p>H. Ways Nutritive Value of Food is Altered</p> <ol style="list-style-type: none"> 1. Time 2. Water 3. Preparation 4. Cooking 5. Storage 	<p>Invite Guest Speaker: Dietitian to discuss basic nutrition with class and how it is altered</p> <p>Savory Science: Experiment with Cakes</p> <p>End of Unit Project: Find a recipe, underline and circle and highlight food and cooking terminology. Students define the terms and cooking methods, and list tools and equipment. Contrast the two types of recipes (standardized and formula).</p> <p>Culinary Competitions: Students participate in the FCCLA STAR Culinary Event and/or Create Your Own Contest.</p> <p>Videos: Check out videos on food preparation and/or nutritive values of food from school library, local library, rent one, or purchase. Check with your school system to make sure the video is approved for viewing in a classroom.</p>	<p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Lab Rubric Lab Equipment Lab Supplies</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Guidelines for Presentation</p> <p>FCCLA Handbook Guidelines for Activity</p> <p><i>So You Want to be a Chef</i> <i>Ratatouille</i> <i>No Reservations</i> <i>My Job Tastes Good</i> <i>Real Life 101</i> <i>Preparations Prior to Cooking</i> <i>Sous Chef</i></p>

Unit Assessment:	Labs, Research Reports, Class Participation, and Rubrics
-------------------------	--

Unit/Course CTSO Activity:	Star Culinary Event Members participate in County Cook-offs: Beef, Sweet Potato, Chocolate, Chili, Seafood
-----------------------------------	---

Unit/Course Culminating Product:	<p>Students plan and prepare menu for PTSO Talent Show/Dinner. All aspects of planning, and dividing responsibilities are to be organized and executed. Contests throughout the semester will be the avenue to select the menu and teams for each of the responsibilities. (Any type function could be substituted for Talent Show)</p> <p>Conduct a cook-off contest for each of the examples under #13 Food Preparation. Judges could be Administrators, Advisory Committee members, parents, or teachers.</p> <p>Christmas (or other special occasion) "Teacher Appreciation" party</p>
---	--

Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre - Professional Assessments - Nutrition and Food Science

Course Title: Culinary Arts I

Unit: 5	Food Presentation
----------------	--------------------------

Content Standard(s) and Depth of Knowledge Level(s):	Students will: 18. Demonstrate effective food presentation techniques, including plating, portioning, garnishing, and packaging.
---	---

Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Describe the aspects of food presentation. 2. Explain plating of food and the importance of portion control. 3. Determine the rules for plate presentation. 4. Describe the tools and techniques used in garnishing. 5. Demonstrate how to use the various garnishing tools. 6. Demonstrate packaging of foods for food safety and presentation.
---	--

Essential Question(s):	What criteria should be used in plating, portioning, garnishing, and packaging food for proper presentation? Why is it important to be concerned with the way food is presented?
-------------------------------	---

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
V. Food Presentation A. Effective Food Presentation Techniques	10 + 5 Discussion: Discuss the proper use of equipment/tools for safety when preparing food for presentation. Teacher Demonstration: The teacher demonstrates how to use the various garnishing tools. Have students practice using these tools on inexpensive foods such as potatoes and carrots.	Lead Questions Software- Sous Chef Lab Equipment Lab Supplies Garnishing Tool Kit Guidelines for Activity Rubric

	<p>Lab: Divide students into lab groups. Using the Lab menu, each group creates a plate presentation. Groups use different sides, sauces, garnishes, or anything available in the kitchen.</p> <ul style="list-style-type: none"> • Develop food production and presentation techniques. • Demonstrate baking techniques and decorate cakes or cookies with pastry bag and tip. • Carve animals out of fruit and veggies to demonstrate garnishing techniques. • Develop food production and presentation techniques for different styles of service. <p><i>Throughout the course, students demonstrate effective food preparation and presentation techniques.</i></p>	<p>Food Items</p> <p>Guidelines for Labs Rubric Lab Equipment Lab Supplies Small Appliances Large Appliances Food Items Planning Lab Form Lab Checklist</p>
--	--	---

Unit Assessment:	Participation in Demonstration, Class Discussion, Lab Activities, and Rubrics
-------------------------	---

Unit/Course CTSO Activity:	Members participate in Culinary Arts STAR Event. Students might design a competition to compete in knife skills, baking/pastry, meat cookery, etc. Students work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment.
-----------------------------------	---

Unit/Course Culminating Product:	Food Presentations
---	--------------------

<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre – Professional Assessments – Nutrition and Food Science</p>
--

Course Title: Culinary Arts I

Unit: 6	Banquet and Catering Service
----------------	-------------------------------------

Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 19. Demonstrate procedures used to plan, prepare, and provide banquet and catering services. 20. Evaluate equipment and procedures used for packing and transporting food, utensils, and equipment for catering.
---	---

Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain how a banquet is booked. 2. Determine the responsibilities of each member of the banquet staff. 3. Compare the styles of banquet service. 4. Explain the role of the banquet manager during the banquet. 5. Compare the two types of catering. 6. Design a catering function.
---	---

Essential Question(s):	What essential knowledge and skills are necessary in preparing for and providing banquet and catering services?
-------------------------------	---

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VI. Banquet and Catering Service</p> <p style="padding-left: 20px;">A. Banquet and Catering Services</p> <ol style="list-style-type: none"> 1. Planning 2. Preparing food 3. Providing services 	<p>Guest Speaker: Invite a Banquet Manager of a local hotel to explain how a banquet is booked and the responsibilities of the banquet staff and banquet manager.</p> <p>Field Trip: Students tour a local hotel to understand the various departments for banquet and catering services.</p>	<p>Local Chamber of Commerce Hotel/Hospitality Industry Local Hotel Arrangements for Guest Speaker Lead Questions</p> <p>Arrangements for Field Trip Permission Slip Guidelines for Field Trip (Handouts)</p>

<p>B. Transporting Food, Utensils, and Equipment</p> <ol style="list-style-type: none"> 1. Equipment 2. Procedures for packing 3. Procedures for transporting 	<p>Research: Students research and write a report on premise and off-premise catering. Report Out.</p> <p>Project: Students design a catering function. In the project students include the equipment needed for setting up a catering business, procedures for packing, and procedures for transporting items and food needed for catering.</p> <p>Project Presentation: Students present their projects to the class.</p> <p>Lab Activities: Students use basic nutrition and food knowledge to plan, prepare, and present quality foods for providing banquet and catering services:</p> <ul style="list-style-type: none"> • Outline and develop a menu • Design a budget • Purchase food • Prepare food • Decorate • Work schedule • Transport food (safety) • Set up/clean up • Evaluation <p><i>Throughout the course students will demonstrate procedures used to plan, prepare, and provide banquet and catering services.</i></p>	<p>Guidelines for Research Computer and Printer Internet Textbook Reference Books</p> <p>Guidelines for Project Rubric Computer Internet</p> <p>Guidelines for Presentation Rubric</p> <p>Lab Equipment Lab Supplies Guidelines for each Lab Rubric</p>
--	--	---

<p>Unit Assessment:</p>	<p>Participation in Field Trip, Discussion with Speaker, Research Project and Present Project, Lab Activities, and Class Participation</p>
--------------------------------	--

<p>Unit/Course CTSO Activity:</p>	<p>Members participate in Financial Planning STAR Event.</p>
--	--

Unit/Course Culminating Product:	Students understand the operations of the Banquet and Catering Services based on speakers and field trips and then develop a function with all food, utensils, and equipment needed.
Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre – Professional Assessments – Nutrition and Food Science	