

TITLE: ADVANCED CULINARY ARTS

Grades 10 – 12

Course Code #338 5 credits

Prerequisite: Culinary Arts II

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Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	How do different cooking methods affect food?	Unit 1 – Cooking Methods: Dry Heat, Moist Heat	<ul style="list-style-type: none"> • Understand how dry heat affects food • Identify a variety of dry heat methods • Determine doneness in foods prepped by dry heat method • Understand how moist heat affects food • Identify and use a variety of moist heat and combination cooking methods • Determine doneness in foods prepped by moist heat and combination cooking methods 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Teacher demonstration • Lab experience with recipes 	Student participation Teacher observation with evaluation Lab experience Test	10 Class Periods
	What are the traditional food groups used for breakfast?	Unit 2 – Breakfast Foods	<ul style="list-style-type: none"> • Select and store eggs • Prepare and serve egg dishes • Identify and store dairy products • Prepare pancakes, waffles and French toast • Identify breakfast breads/cereals • Identify breakfast meats and potatoes • Identify hot and cold breakfast beverages 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	Student participation Teacher observation with evaluation Lab experience Test	15 class periods

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	What preparations and products are used for the Garde Mange station?	Unit 3 – Garde Mange	<ul style="list-style-type: none"> • Identify and prepare dressings and dips • Understand the purpose of salads • Prepare green salads • Use alternate ingredients in salads • Prepare composed salads • Understand types of cheese • Understand the buying, handling, storing of cheese • Cook with cheese • Identify types of old food presentation • Identify elements in cold food presentation • Prepare centerpieces and garnishes 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Lab experience</p> <p>Test</p>	15 class periods
	Which elements and products are best utilized for the composition of sandwiches, appetizers and hors d'oeuvres	Unit 4 – Sandwiches, Appetizers, Hors d' Oeuvres	<ul style="list-style-type: none"> • Understand the basic sandwich elements • Understand the mise en place for sandwich making • Understand the types of cold sandwiches • Understand the types of hot sandwiches • Identify types of appetizers and hors d'oeuvres • Present appetizers and hors d' oeuvres 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Test</p>	15 class periods

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	What steps are involved in the selection, storage, preparation and serving of fruits and vegetables?	Unit 5 – Fruit and Vegetables	<ul style="list-style-type: none"> • Identify types of fruits and vegetables • Understand the storing of fruits and vegetables • Understand the preparing of fruits and vegetables • Understand the cooking of fruits and vegetables • Understand the serving of fruits and vegetables 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	Student participation Teacher observation with evaluation Test	10 class periods
	How does cooking affect grains, legumes and pastas?	Unit 6 – Grains, Legumes and Pastas	<ul style="list-style-type: none"> • Understand the processing of grains • Understand the selection and storage of grains • Understand the preparing of grains • Understand the presenting of grains • Identify legumes • Select and store legumes • Prepare legumes • Present legumes • Identify types of pasta • Prepare pasta • Present pasta 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	Student participation Teacher observation with evaluation Test	15 class periods

Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	Why are stocks, sauces and soups a cornerstone of culinary arts?	Unit 7 – Stocks, Sauces and Soups	<ul style="list-style-type: none"> • Identify basic ingredients in stocks • Identify stocks • Prepare and store stocks • Use stocks • Identify basic ingredients for sauces • Prepare thickeners for sauces • Identify types of sauces • Prepare and store sauces • Present sauces • Identify types of soups • Prepare soups • Reheat and serve soups • Garnish soups 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Test</p>	15 class periods
	How will the different cooking mediums affect the final fish/shellfish presentation?	Unit 8 – Fish and Shellfish	<ul style="list-style-type: none"> • Identify the basic types of fish • Select and store fish • Prepare fish • Match cooking methods to fish • Identify basic types of shellfish • Receive/store shellfish • Prepare shellfish • Match cooking methods to shellfish 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	<p>Student participation</p> <p>Teacher observation with evaluation</p> <p>Test</p>	15 class periods

Core Curriculum Standards / CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
	What is the best method for cooking a particular cut of meat or poultry?	Unit 9 – Meats and Poultry	<ul style="list-style-type: none"> • Understand meat inspection and grading • Identify various types and cuts of meats • Understand how to receive and store meat • Prepare meat for cooking • Understand poultry inspection and grading • Identify various types and forms of poultry • Prepare and serve poultry 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	Student participation Teacher observation with evaluation Test	15 class periods
	What are some of the responsibilities of staff that do not cook the food in a restaurant?	Unit 10 – Working in a Restaurant	<ul style="list-style-type: none"> • Identify restaurant personnel • Work the front door • Greet and meet diners • Identify serviceware • Clean service utensils • Identify styles of service • Serve guests • Handle customer complaints • Handle problems 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Hands-on customer service 	Student participation Teacher observation with evaluation Test	15 class periods

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	How is the best way to present your product in a menu format?	Unit 11 – Menus	<ul style="list-style-type: none"> • Understand the purpose of a menu • Identify types of menus • Plan the menu • Organize/design a menu • Identify factors that influence menu prices • Understand menu-pricing methods • Make a menu-pricing decision 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion 	Student participation Teacher observation with evaluation Test	15 class periods
	How can food be made to taste good and still be good for you?	Unit 12 – Nutrition	<ul style="list-style-type: none"> • Understand the importance of nutrition • Learn the language of nutrition • Understand nutrition information • Plan healthy menus • Use healthy food • Preparation techniques • Use portioning and presentation techniques 	<ul style="list-style-type: none"> • Define vocabulary terms • Teacher lecture/guided discussion • Lab experience with recipes 	Define vocabulary terms Teacher lecture/guided discussion Lab experience with recipes	15 class periods
	What would the most difficult aspect be of owning your own restaurant?	Unit 13 – The Business of a Restaurant	<ul style="list-style-type: none"> • Unit 13 – The Business of a Restaurant 	<ul style="list-style-type: none"> • Define vocabulary • Teacher lecture/guided discussion 	Student participation Teacher observation with evaluation Test	15 class periods