

## Culinary Essentials

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September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b>  <b>• WHAT ARE THE ESSENTIAL SKILLS FOR SUCCESS IN THE RESTAURANT AND FOODSERVICE INDUSTRY?</b></p> <p><i>•UEQ: What career opportunities are available in the foodservice industry?</i></p> <p><b>A. Chapter 1: Welcome to the Restaurant and Foodservice Industry</b>            A1: Two segments of restaurant and foodservice industry            A2. History of hospitality industry.            A3. Chefs and entrepreneurs            A4. Career opportunities and pathways in foodservice.</p>	<p><b>A: Chapter 1: Welcome to the Restaurant and Foodservice Industry</b></p> <p>A1. Identify the two segments of restaurant            A2. Understand how different historical events have shaped the foodservice industry.            A3. Research chefs and entrepreneurs important to the foodservice industry.            A4. Identify various career</p>	<p><b>Course Learning Targets:</b>            1. I will use safe food handling practices.            2. I can demonstrate proper techniques for hand washing, hygiene and kitchen sanitation.            3. I will work to maintain a positive and respectful lab group environment.</p> <p><b>A: Chapter 1: Welcome to the Restaurant and Foodservice Industry</b></p> <p>LTA1. I can describe the two segments of the restaurant and foodservice industry.            LTA2. I can describe various ways the hospitality industry was shaped by world history.            LTA3. I can identify chefs and entrepreneurs that have</p>	<p><b>A: Chapter 1: Welcome to the Restaurant and Foodservice Industry</b></p> <p>CFA. Various worksheets from Chapter 1 for the different learning target. In progress.</p> <p>CFA - Famous Chef Research and Lab            CSA - Careers in Foodservice</p>	<p><b>A: Chapter 1: Welcome to the Restaurant and Foodservice Industry</b></p> <p>A1. <u>Foundations of restaurant management and culinary arts - Level One</u> - National Restaurant Association - Prentice Hall</p> <p>A2. Video: Careers in the Restaurant and FoodService Industry</p>

<p>Minnesota FCS Framework/Standards: MGF 7.1-7.5</p> <p>•<i>UEQ: Chapter 2: How do you prepare and serve safe food?</i></p> <p><b>B. Chapter 2: Keeping Food Safe</b></p> <p>B1. Keeping food safe B2. Personal hygiene B3. Potentially hazardous food B4. Microorganisms that cause foodborne illnesses B5. Chemical and</p>	<p>opportunities in the foodservice industry and the pathways to get there.</p> <p><b>B. Chapter 2: Keeping Food Safe</b></p> <p>B1. List reasons why it is important to keep food safe. B2. Describe good personal hygiene and how it affects food safety. B3. List the steps of proper handwashing.</p>	<p>made important contributions to the foodservice industry. LTA4. I can identify various career opportunities in the foodservice industry and the pathways to get there.</p> <p><b>B. Chapter 2: Keeping Food Safe</b></p> <p>LTB1. I can follow precautions to keep food safe. LTB2. I can describe microorganisms that cause foodborne illnesses LTB3. I can identify various ways that food can</p>	<p>CSA. Chapter 1 Test</p> <p><b>B. Chapter 2: Keeping Food Safe</b></p> <p>CFB1. Chapter 2 Activity packet B3. Chapter 2 notes CFB4. Various food labs CSB5. Chapter 2 Test</p>	<p>A3. Video: Julia Child video</p> <p><u>Key Vocabulary:</u> Epicurean Hospitality lesche phatnai guilds entrepreneurs franchisee/franchisor corporate restaurant groups chains expositions trade shows monuments back-of-the-house front-of-the-house</p> <p><b>B. Chapter 2: Keeping Food Safe</b> <u>ServeSafe videos:</u> B1. <i>Introduction to Food Safety</i> B2. <i>Overview of Foodborne Microorganisms and Allergens</i> B3. <i>Personal Hygiene</i> B4. <i>Purchasing, Receiving</i></p>
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<p>physical hazards</p> <p>B6. Contamination and cross-contamination</p> <p>B7. Conditions for bacterial growth</p> <p>B8. Time and temperature guidelines</p> <p>B9. Thermometers</p> <p>B10. HACCP principles</p> <p>B11. Proper procedures from field to table.</p> <p>B12. Storage areas.</p> <p>B13. Cleaning vs. sanitizing</p> <p>B14. Cleaning and sanitizing tools and equipment</p> <p>National FCS Standards 8.2.1- 8.2.10</p> <p>Minnesota Frameworks/Standards:</p> <p>MCAH 1.1</p> <p>MCAH 1.2</p> <p>MCAH 1.3</p> <p>MCAH 1.5</p> <p>MCAH 1.6</p> <p>MCAH 1.7</p> <p>MCAH 1.8</p> <p>MCAH 1.9</p>	<p>B4. Give examples of potentially hazardous food.</p> <p>B5. Categorize and describe the microorganisms that cause foodborne illnesses.</p> <p>B6. Identify and list ways chemical and physical hazards can contaminate food.</p> <p>B7. Distinguish between situations in which contamination and cross-contamination.</p> <p>B8. List the conditions under which bacteria multiply, using the letters FAT TOM.</p> <p>B9. Explain how time and temperature guidelines can reduce growth of microorganisms.</p> <p>B10. Define the temperature danger zone and list the temperatures that fall within that zone.</p> <p>B11. Differentiate between different types of thermometers and demonstrate how to use them.</p> <p>B12. List the seven principles of Hazard</p>	<p>become contaminated.</p> <p>LTB4. I can follow safe food handling guidelines and proper food storage.</p> <p>LTB5. I can distinguish between cleaning and sanitizing and which tools and equipment are used for each.</p>		<p><i>and Storage</i></p> <p><i>B5. Preparation, Cooking and Servicing</i></p> <p><i>B6. Facilities, Cleaning and Sanitizing</i></p> <p><u>B7. Becoming a Restaurant and Foodservice Professional</u>, 2nd Ed., National Restaurant Association Educational Foundation</p> <p><u>Key Vocabulary:</u></p> <p>foodborne illness</p> <p>hazard</p> <p>contamination</p> <p>pathogen(s)</p> <p>high-risk populations</p> <p>immune system</p> <p>microorganisms</p> <p>FAT TOM</p> <p>TCS - Time and Temp Control for Safety</p> <p>ready-to-eat food</p> <p>viruses</p> <p>bacteria</p> <p>parasites</p> <p>host</p> <p>fungi</p> <p>mold</p> <p>yeast</p> <p>cross-contact</p>
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MCAH 1.10

Analysis Critical Control Point (HACCP)  
 B13. Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.  
 B14. Compare different types of storage areas found in foodservice operations.  
 B15. Define the difference between cleaning and sanitizing.  
 B16. State procedures for cleaning and sanitizing tools an equipment

foodhandler  
 personal hygiene  
 cross-contamination  
 flow of food  
 time-temperature abused  
 temperature danger zone  
 calibrate  
 HACCP  
 cleaning  
 sanitizing  
 cleaners  
 detergents  
 degreasers  
 delimers  
 abrasive cleaners  
 concentration

**October 2020**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>•<i>UEQ: How are accidents and injuries prevented?</i></p> <p><b>C. Chapter 3: Workplace Safety</b></p> <p>C1. Legal responsibility</p> <p>C2. Role of OSHA</p> <p>C3. Hazard Communication Standard requirements</p> <p>C4. Electrical hazards</p> <p>C5. Types of fires and fire extinguishers</p> <p>C6. Proper actions in event of fire</p> <p>C7. Burn prevention</p> <p>C8. Slips, trips and falls</p> <p>C9. Cleaning up spills</p> <p>C10. Ladder safety</p> <p>C11. Proper lifting and carrying procedures</p> <p>C12. Cuts</p> <p>C13. Safe uses of knives</p> <p>C14. Safe driving techniques</p> <p>C15. Basic first aid</p> <p>C16. General safety</p>	<p><b>C. Chapter 3: Workplace Safety</b></p> <p>C1. State who is legally responsible for providing a safe environment and ensuring safe practices.</p> <p>C2. Define the role of Occupational Safety and Health Administration (OSHA) regulations.</p> <p>C3. State in their own words the Hazard Communication Standard requirements for employers.</p> <p>C4. Identify electrical hazards that contribute to accidental fires.</p> <p>C5. Classify different types of fires and fire extinguishers.</p> <p>C6. Outline proper actions to take in the event of a fire at a food service occupation.</p> <p>C7. Describe the ways to prevent burns.</p> <p>C8. List hazards that contribute to injury due to slips, trips, or falls.</p>	<p><b>C. LT for Chapter 3: Workplace Safety</b></p> <p>LTC1. I can describe reasons that workplace safety is important.</p> <p>LTC2. I can identify potential workplace hazards and how to prevent them.</p> <p>LTC3. I will use safe practices while working in the lab kitchens and/or workplace.</p>	<p><b>C. Chapter 3: Workplace Safety</b></p> <p>C1. Chapter 3 notes</p> <p>CFC3. Chapter 3 Activity packet</p> <p>C4. Various food labs</p> <p>CSC5. Chapter 3 Test</p>	<p><b>C. Chapter 3: Workplace Safety</b></p> <p>C. <u>Workplace Safety videos:</u></p> <p>C1. <i>Preventing Lifting and Carrying Injuries</i></p> <p>C2. <i>Slips, trips and falls</i></p> <p>C3. <i>Robbery prevention and awareness</i></p> <p>C4. <u>Becoming a Restaurant and Food service Professional</u>, 2nd Ed., National Restaurant Association Educational Foundation</p> <p><u>Key Vocabulary:</u></p> <p>premises</p> <p>liability</p> <p>reasonable care</p> <p>Occupational Safety and Health Administration (OSHA) facilities</p> <p>equipment</p> <p>employee practices</p> <p>management practices</p> <p>emergency plan</p> <p>accident</p>

<p>audit</p> <p>C17. Accident reports C18. Protective clothing and equipment</p> <p>National FCS Standards: 8.2</p> <p>MCAH 1.2 MCAH 1.7 MCAH 1.9 MCAH 5.1</p> <p><i>•UEQ: What basic skill are needed to be successful in a kitchen?</i></p> <p><b>D. Chapter 4: Kitchen</b></p>	<p>C9. Outline proper procedures for cleaning up spills on floors.</p> <p>C10. Demonstrate how to safely use ladders.</p> <p>C11. Demonstrate proper lifting and carrying procedures to avoid injury.</p> <p>C12. Locate and list hazards that can cause cuts.</p> <p>C13. Demonstrate correct and safe use of knives.</p> <p>C14. List safe driving techniques.</p> <p>C15. Outline basic first aid concepts and procedures.</p> <p>C16. Explain the importance of the general safety audit.</p> <p>C17. Explain the importance of completing standard reports for any accident or illness at the operation.</p> <p>C18. List ways to use protective clothing and equipment to prevent injuries.</p>			<p>near miss accident investigation evacuation route Class A fire Class B fire Class C fire automatic system smoke detector heat detector flame detector CPR Heimlich maneuver</p>
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<p><b>Essentials 1 - Professionalism</b></p> <p>D1. Six key attributes of a professional  D2. Workstations  D3. Standardized recipes  D4. Recipe conversion  D5. Measuring and portioning  D6. Measuring tools  D7. Customary vs. metric units</p> <p>National FCS Standards: 8.4</p> <p>Minnesota Framework/Benchmarks:  MCAH 3.1  MCAH 3.2  MCAH 3.3</p>	<p><b>D. Chapter 4: Kitchen Essentials 1 - Professionalism</b></p> <p>D1. Identify the six key attributes of a professional.  D2. Identify the importance of workstations in running a foodservice operation.  D3. Identify the components and functions of a standardized recipe.  D4. Convert recipes to yield smaller and larger quantities.  D5. Demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales, and scoops.  D6. Describe the use of common liquid and dry measure tools.</p>	<p><b>D. LT for Chapter 4: Kitchen Essentials 1 - Professionalism</b></p> <p>LTD1. I can identify the six key attributes of a professional and why they are important.  LTD2. I can identify the different workstations - kitchen brigade and dining room brigade.  LTD3. I can use basic math skills to measure and convert recipes.  LTD3. I can identify the different ways to measure foods and select the best method.  LTD5. I can discuss the importance of standardized recipes.  LTD6. I will be able to differentiate between the AP amount and the EP amount.  LTD7. I can accurately calculate the cost of a recipe.</p>	<p><b>D. Chapter 4: Kitchen Basics Essentials 1 - Professionalism</b></p> <p>D1. Chapter 4 Activity Packet  -4.1 Mastering Measurement  -4.2 Equivalent Measurements  D3. Math Magic activity - CF  D2. Ch. 4 Review Your Learning - CF  D3. Chapter 4 notes</p> <p>Appetizer lab - CF</p> <p>D8. Chapter 4 Test - CS</p>	<p><b>D. Chapter 4: Kitchen Essentials 1 - Professionalism</b></p> <p>D1. <u>Becoming a Restaurant and Foodservice Professional</u>, 2nd Ed., National Restaurant Association Educational Foundation</p> <p><u>Key Vocabulary:</u>  culinarian  flavor  umami  brigade  dividend  divisor  numerator  denominator  decimals  percent  metric unit  recipe  standardized recipe  ingredient  yield  portion size  mise en place  conversion factor  measurement  volume  weight</p>
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**November 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<ul style="list-style-type: none"> <li>•UEQ: How do you use and care for standard foodservice equipment?</li> <li>•UEQ: What is the role of nutrition in foodservice operations?</li> </ul> <p><b>E. Chapter 5: Kitchen Essentials 2 - Equipment and Techniques</b></p>	<p><b>E. Chapter 5: Kitchen Essentials 2 - Equipment and Techniques</b></p> <p>E1. Demonstrate how to use scales and carts to receive food and supplies.            E2. Demonstrate how to properly sharpen and use different types of knives.            E3. Give examples of preparing foods using pots</p>	<p><b>E. Learning Targets for Chapter 5: Equipment and Techniques</b></p> <p>E. LT1 - I can properly receive my food and supplies.            E. LT2 - I can sharpen, care for and use different types of knives.            E. LT3 - I can use the appropriate equipment in</p>	<p><b>E. Chapter 5: Kitchen Essentials 2 - Equipment and Techniques</b></p> <p>E1. Chapter 5 Activity packet            - 5.1 Fill in the Blanks - Foodservice Equipment            - 5.2 Matching - Mixer Attachments and Ovens            - 5.3 Crossword Puzzle - Foodservice Equipment</p>	<p><b>E. Chapter 5: Kitchen Essentials 2 - Equipment and Techniques</b></p> <p><b><u>E1. Becoming a Restaurant and Foodservice Professional, 2nd Ed., National Restaurant Association Educational Foundation</u></b></p> <p><u>Vocabulary:</u></p>



<p>E1. Scales and carts  E2. Knife sharpening and uses  E3. Pots and pans  E4. Storing food  E5. Cutting and mixing foods  E6. Various cooking equipment  E7. Holding and serving food  E8. Dishwashing machines  E9. Food and supply flow  E10. Proper cleaning and sanitizing  E11. Effective <i>mise en place</i>  E12. Types of knives and proper uses  E13. Common spices and herbs  E14. Pre-preparation techniques  E15. Dry-heat cooking methods  E16. Moist-heat cooking methods  E17. Combination cooking methods  E18. Role of various</p>	<p>and pans.  E4. Explain how to store food and supplies properly on shelves and in refrigerators and freezers.  E5. Demonstrate how to cut and mix foods using standard kitchen equipment  E6. Compare and contrast cooking foods using various types of steamers, broilers, grills, ranges, fryers, and ovens.  E7. Outline how to hold and serve food and beverages using kitchen equipment.  E8. Compare and contrast the features of dishwashing machines.  E9. Outline the order in which food and supplies flow through a food service.  E10. Demonstrate proper cleaning and sanitizing of food service equipment and utensils.  E11. Explain the difference between customary and metric units of measure  E12. Apply effective <i>mise en place</i> through practice.</p>	<p>preparing foods.  E. LT4. I can outline the order in which food and supplies flow through a food service.  E. LT5 - I can use proper cleaning and sanitizing techniques and foodservice equipment and supplies.  E. LT6 - I can customize meals for customers with special dietary needs.</p>	<p>- 5.4 Case Study  - 5.5 Inventory - Home Kitchen Equipment  - 4.3 Matching - Knife Knowledge  - 4.4 Identification - Know Your Knives  - 4.5 Spotlight on Spices report  - 4.6 Matching - Cooking Methods  E2. Knife PowerPoint  E2. Knife Skills Lab - CF  E13. Spice/ Herb PP or poster project - CS  E. Chapter 5 Review Your Learning - CF  E. Chapter 5 notes  E6. STMA HS foodservice kitchen tour  E6. Pepper Steak Lab (2 days)  E71. Chapter 6 Activity packet  - 6.1 The ABCs of Nutrition Puzzle  - 6.2 Nutrition labels analysis  - 6.3 Vegetarian Diets Research  - 6.4 - Video Viewing Guide - <i>Nutrition and Your Menu</i></p>	<p>receiving area  parts of a knife - blade, tip, cutting edge, spine, heel, bolster, tang  different types of knives  - boning, chef's or French, butcher, paring, filet, serrated slicer  honing  sharpening stone  steel  smallware  cookware  pot  pan  range  mise en place  guiding hand  flavor  herb  spice  deglaze  bain marie  garnish  blanching  shocking  conduction  convection  radiation  infrared heat  barding  larding  marinating</p>
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<p>nutrients</p> <p>E19. Cholesterol</p> <p>E20. Incomplete vs. complete proteins</p> <p>E21. RDA's and MyPyramid</p> <p>E22. Healthy diet</p> <p>E23. Nutrition labels</p> <p>E24. Preserving nutrients</p> <p>E25. Making recipes more healthful.</p> <p>E26. Healthful substitutes</p> <p>National FCS Standards: 8.4</p> <p>Minnesota Frameworks/Benchmarks: MCAH 2.1-2.2 MCAH 4.1-4.4 MCAH 5.1-5.3</p>	<p>E13. Identify different functions of several types of knives and demonstrate their proper uses.</p> <p>E14. List common spices and herbs and describe their uses.</p> <p>E15. Describe and demonstrate several basic pre-preparation techniques, including clarifying butter, separating eggs, whipping egg whites, and making parchment liners.</p> <p>E16. Describe dry-heat cooking methods and list the foods to which they are suited.</p> <p>E17. Describe moist-heat cooking methods and list the foods to which they are suited.</p> <p>E18. Describe combination cooking methods and list the foods to which they are suited.</p> <p>E19. Characterize the role of a carbohydrate, hormone, fiber, starch, and fat in people's diets and identify foods that contain these nutrients.</p> <p>E20. Describe cholesterol</p>		<p>- 6.5 Complete the statements - Nutritious Menus</p> <p>E26. Vegetarian Research project and presentations.</p> <p>E26. Various food labs - Vegetarian Entree Lab, Creme Brulee, Chocolate Souffle, Egg White recipe lab, Poached chicken</p> <p>E25. Recipe Nutrition Makeover activity</p> <p>E25. Healthy menu choices</p> <p>E5. Chapter 5 Test - CS</p>	<p>broiling</p> <p>grilling</p> <p>roasting</p> <p>baking</p> <p>carryover cooking</p> <p>rest</p> <p>saute</p> <p>stir-fry</p> <p>pan-fry</p> <p>deep-fry</p> <p>batter</p> <p>breadding</p> <p>float</p> <p>smoking point</p> <p>simmering poaching</p> <p>paupiette</p> <p>cuisson</p> <p>blanching</p> <p>par-cooking</p> <p>steaming</p> <p>combination cooking</p> <p>braising</p> <p>stewing</p> <p>spherification</p> <p>foam</p> <p>daube</p> <p>estouffade</p> <p>pot roasting</p> <p>sous vide</p> <p>portioning</p> <p>plating</p> <p>G2. Video: <i>Making the</i></p>
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<ul style="list-style-type: none"> <li>• <i>UEQ: How do you prepare, select and use stocks, sauces and soups?</i></li> </ul>	<p>and food in which it is found.</p> <p>E21. Characterize the roles of proteins, water, vitamins, and minerals in people's diets and identify foods that contain these nutrients</p> <p>E22. Differentiate between complete proteins and incomplete proteins.</p> <p>E23. Use Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.</p> <p>E24. Describe a healthy diet.</p> <p>E25. Interpret information on a nutrition label.</p> <p>E26. Identify recipes that preserve nutrients in quantity cooking.</p> <p>E27. Suggest ways to make recipes more healthful.</p> <p>E28. Suggest healthful substitutes for high-fat ingredients.</p> <p><b>F. Chapter 6: Stocks,</b></p>			<p><i>Most of Your Menu,</i> NRAEF</p>
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<p><b>F. Chapter 6: Stocks, Sauces and Soups</b></p> <p>F1. Stock F2. Sauces F3. Soup</p> <p>National FCS Standards: 8.5</p> <p>Minneosta FCS Frameworks/ Benchmarks:</p> <p>MCAH 6.1</p>	<p><b>Sauces and Soups</b></p> <p>F1. Identify the essential parts of stock. F1. Identify the different types of stock. F1. Preparing and storing stock. F2. Understanding the different types of Grand Sauces. F2. Understanding the basic ingredients in sauces. F2. Preparing different kinds of sauces F2. Matching sauces to food. F3. Identify the basic kinds of soup. F3. Preparing soups.</p>	<p><b>F. Chapter 6: Stocks, Sauces and Soups</b></p> <p>LTF1. I can identify the essential parts of stock. LTF2. I can identify the different types of stock. LTF3-F4. I can prepare and store my own stock. LTF5. I will be able to identify and prepare several Grand Sauces. LTF6. I can identify the basic ingredients in sauces. LTF7. I can prepare different kinds of sauces (other than Grand Sauces and derivative sauces). LTF8. I can match sauces to different kinds of food. LTF9. I can identify the basic kinds of soup. LTF10. I can prepare a variety of soups.</p>	<p><b>F. Chapter 6: Stocks, Sauces and Soups</b></p> <p>F2. Sauce Lab - CF F3. Hot Soup Lab - CF F3. Cold Soup Lab - CF</p> <p>F1-F3. Chapter 6 Test - CS</p>	<p><b>F. Chapter 6: Stocks, Sauces and Soups</b></p> <p><b><u>F1. Becoming a Restaurant and Foodservice Professional, 2nd Ed., National Restaurant Association Educational Foundation</u></b></p> <p><u>Vocabulary:</u> stock glace remouillage mirepoix aromatics bouquet garni bouillon jus concasse blanching sweating degreasing sauce saucier Grand sauces bechamel veloute espagnole sauce hollandaise demi-glace roux beurre manie</p>
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**December 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>•<i>UEQ: What skills are needed to successfully work with people?</i></p> <p><b>G. Chapter 7: Communication</b></p> <p>G1. Communication process</p> <p>G2. Communication barriers</p> <p>G3. Stereotypes and prejudices</p> <p>G4. Communication skills</p> <p>G5. Types of communication</p>	<p><b>G. Chapter 7: Communication</b></p> <p>G1. Describe the process of communication</p> <p>G2. Barriers to communication</p> <p>G3. Explain how stereotypes and prejudices can negatively affect how people work together.</p> <p>G4. Understand how personal characteristics, effective listening, effective speaking and effective writing.</p> <p>G5. Describe how different</p>	<p><b>G. Chapter 7: Communication</b></p> <p>G1. I can describe the process of communication and know how to communicate effectively.</p> <p>G2. I can deal with barriers to communication.</p> <p>G4. I can use effective listening, speaking and writing skills to communicate on the job.</p> <p>G5. I can use different types of communication.</p>	<p><b>G. Chapter 7: Communication</b></p> <p>G1. Chapter 7 notes.</p> <p>G2. Chapter 7 Activity packet - CF</p> <p>-Activity 7.1 - <i>Flash Judgements</i></p> <p>-Activity 7.2 - <i>Video Viewing Guide - Working Together in Food Service</i></p> <p>-Activity 7.3 - <i>Who is Different From Whom?</i></p> <p>-Activity 7.4 - <i>Case study - Team Problem Solving</i></p> <p>-Activity 7.5 - <i>practice</i></p>	<p><b>G. Chapter 7: Communication</b></p> <p>G1. <u>Foundations of restaurant management &amp; culinary arts</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p>G2. Video: <u>Working Together in Food Service</u>, NRAEF</p> <p><u>Vocabulary:</u> historical information</p>

<ul style="list-style-type: none"> <li>• <i>UEQ: What skills are essential for food service managers?</i></li> </ul> <p><b>H. Chapter 8: Management Essentials</b>  H1. Working together  H2. Successful leadership  H3. Interviewing and orientation  H4. Training and evaluation</p> <p>National FCS Standards: 8.6</p> <p>Minnesota FCS Frameworks/Benchmarks:</p> <p>MCAH 7.1</p> <p>MCAH 7.2</p>	<p>types of communication are used in food services.</p> <p><b>H. Chapter 8: Management Essentials</b>  H1. Learning how to work together through understanding diversity, stereotypes, prejudice and bias.  H1. Creating respectful workplaces.  H1. Encouraging teamwork.  H2. Being a successful leader.  H3. Creating job descriptions, interviewing job applicants and orienting them to the workplace.  H4. Training and evaluating employees.</p>	<p><b>H. Chapter 8: Management Essentials</b></p> <p>H1. I can work with a wide variety of diverse people and avoid using stereotypes, prejudice and bias in forming opinions of others.  H1-H2. I can be a model of positive communication to create respectful workplaces.  H1. I can work on a team and encourage teamwork in others.  H2. I can be a successful leader through using good interpersonal skills.  H3. I understand what it takes to get an employee hired and ready to work in a food service establishment.</p>	<p><i>interview</i>  G3. Chapter 7 Review Your Learning - CF</p> <p>Extra - Molten Chocolate Cakes lab</p> <p>G4. Chapter 7 Test - CS</p> <p><b>H. Chapter 8: Management Essentials</b></p> <p>H. Chapter 8 worksheets - CF  H. Chapter 8 Test - CS</p>	<p>action-required information  organizational communication  mission statement  interpersonal communication</p> <p><b>H. Chapter 8: Management Essentials</b></p> <p>H1. <u>Foundations of restaurant management &amp; culinary arts</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u>  motivation  professionalism  problem solving  root cause  action plan  ethics  organizational goals  objective  vision statement  mission statement  exempt  nonexempt  discrimination</p>
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**January 2021**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>•<i>UEQ: What techniques are used in the preparation of various fruits and vegetables?</i></p> <p><b>I. Chapter 9: Fruits and Vegetables</b></p> <p>11. Preparation of different types of fruits. 12. Preparation of different types of vegetables. 13. USDA quality grades for fresh fruits and vegetables. 14. Proper storage of fruits, vegetables, roots and tubers. 15. Spoilage prevention.</p>	<p><b>I. Chapter 9: Fruits and Vegetables</b></p> <p>11. Identify, describe, and demonstrate the preparation of different types of fruits. 12. Identify, describe, and demonstrate the preparation of different types of vegetables. 13. List and explain the USDA quality grades for fresh fruits and vegetables. 14. Demonstrate the procedures for properly storing ripe fruits, vegetables, roots, and tubers. 15. Summarize ways to prevent fruits and</p>	<p><b>I. Chapter 9: Fruits and Vegetables</b></p> <p>LT11. I can identify and describe the different ways to prepare different fruits. LT12. I can cook different types of fruits. LT13. I can cook different types of vegetables.</p>	<p><b>I. Chapter 9: Fruits and Vegetables</b></p> <p>11. Chapter 9 notes 12. Vegetable lab - 1 day - CF 13. Ch. 9 Review Your Learning - CF 14. Ch. 9 Test - CS</p>	<p><b>I. Chapter 9: Fruits and Vegetables</b></p> <p>11. <u>Foundations of restaurant management &amp; culinary arts</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u> fructose drupes winter fruit summer fruit tropical fruit ethylene gas enzymatic browning polyphenol oxidase acid</p>

<p>I6. Cooking fruits I7. Enzymatic browning of fruits. I8. Cooking vegetables</p> <p>National FCS Standards: 8.5</p> <p>Minnesota FCS Frameworks/Benchmarks: MCAH 6.1</p> <p><i>UEQ: What does good customer service look like?</i></p> <p><b>J. Chapter 10: Serving Your Guests</b></p> <p>J1. Importance of customer service J2. Positive dining experience J3. Service styles, set-ups and staff</p>	<p>vegetables from spoiling too quickly. I6. Match and cook fruits to appropriate methods. I7. Explain how to prevent enzymatic browning of fruits. I8. Match and cook vegetables to appropriate methods.</p> <p><b>J. Chapter 10: Serving Your Guests</b></p> <p>J1. Making good first impressions. J2. Identifying customer's needs J3. Creating a positive dining experience. J4. Getting feedback on customer satisfaction.</p>	<p><b>J. Chapter 10: Serving Your Guests</b></p> <p>LTJ1. I understand the importance of making a good first impression on customers. LTJ2. I can identify what my customer's need. LTJ3. I can ensure a positive dining experience</p>	<p><b>J. Chapter 10: Serving Your Guests</b></p> <p>J1. Chapter 10 worksheets - CF J2. Role play on customer service J3. Guest speaker - restaurant manager and/or customer</p>	<p>alkali caramelization poached coulis flower vegetable fruit vegetable green leafy vegetables brassica field mix mesclun mix seed vegetables root vegetable tuber vegetable stem vegetable hydroponic farming mezzaluna parboiling glazing sous vide pureed</p> <p><b>J. Chapter 10: Serving Your Guests</b></p> <p>J1. <u>Foundations of restaurant management &amp; culinary arts</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p>
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<p>National FCS Standards: 8.7</p> <p>Minnesota FCS Frameworks/Benchmarks: MCAH 8.1 MCAH 8.2</p>	<p>J5. Resolving customer complaints. J6. Identifying prominent service styles. J7. Identifying different service set-ups. J8. Understanding responsibilities of service staff.</p>	<p>for my guests. LTJ4. I understand the importance of getting feedback on customer satisfaction. LTJ5. I know ways to resolve customer complaints. LTJ6. I can identify prominent service styles. LTJ7. I can identify different service set-ups. LTJ8. I can identify the different responsibilities of different service staff.</p>	<p>J4. Chapter 10 Test - CS</p>	<p>Vocabulary: service hospitality competitive advantage first impression greeter suggestive selling comment cards surveys focus groups mystery shoppers quick service traditional service American service French service gueridon Rechaud English service Family-style dining Russian service China underliner plate charger monkey dish Maitre d'hotel service tools service station serving utensils</p>
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**February 2021**

**Content**

**Skills**

**Learning Targets**

**Assessment**

**Resources & Technology**

<ul style="list-style-type: none"> <li>• <i>UEQ: What are the various types of potatoes, pastas, legumes and grains?</i></li> <li>• <i>UEQ: How are potatoes, pastas, legumes and grains prepared?</i></li> </ul> <p><b>K. Chapter 11: Potatoes and Grains</b></p> <p>K1. Potatoes K2. Legumes and Grains K3. Pasta</p> <p>National FCS Standards:</p> <p>8.5</p> <p>Minnesota FCS Frameworks/Benchmarks</p> <p>MCAH 6.1</p> <p>UEQ: What skills are</p>	<p><b>K. Chapter 11: Potatoes and Grains</b></p> <p>K1. Identifying different types of potatoes. K2. Preparing different types of potatoes. K3. Identifying different types of grains and legumes. K4. Selecting and handling different types of grains and legumes. K5. Cooking different types of grains and legumes. K6. Identifying different types of pasta. K7. Cooking pasta.</p>	<p><b>K. Chapter 11: Potatoes and Grains</b></p> <p>LTK1. I can identify different types of potatoes and the best way to prepare each type. LTK2. I can identify, select, handle and cook different types of grains and legumes. LTK3. I can identify and cook different types of pasta.</p>	<p><b>K. Chapter 11: Potatoes and Grains</b></p> <p>K1-K5. Chapter 11 notes K1-K5. Chapter 11 worksheets - CF K1-K2. Potato lab CF K3-K5. Grains and legumes lab - CF K6-K7. Pasta lab - CF</p> <p>Chapter 11 Test - CS</p>	<p><b>K. Chapter 11: Potatoes and Grains</b></p> <p>K1. <u>Foundations of restaurant management &amp; culinary arts</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u> solanine single-stage technique multiple-stage technique lyonnaise latkes colander sieve whole grains hull bran endosperm germ stone ground pilaf risotto arborio pierogi al dente resting stage dumplings spaetzle</p>
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<p>necessary to be successful in the foodservice industry?</p> <p><b>L. Chapter 12: Building a Successful Career in the Industry</b></p> <p>L1. Foodservice Careers L2. Applications L3. Job Interviews L4. Career advancement</p> <p>Minnesota FCS Framework/Standards:  MGF 7.1-7.5</p>	<p><b>L. Chapter 12: Building a Successful Career in the Industry</b></p> <p>L1. Starting a foodservice career. L2. Searching for a job. L3. Preparing a resume, portfolio and cover letter. L4. Preparing job, college and scholarship applications. L5. Preparing for the job interview. L6. Advancing in a career</p>	<p><b>L. Chapter 12: Building a Successful Career in the Industry</b></p> <p>LTL1. I know what skills are needed for starting a career in foodservice. LTL2. I know how to complete a job search. LTL3. I know how to prepare a resume, portfolio and cover letter. LTL4. I know how to prepare job, college and scholarship applications. LTL5. I understand how to prepare for a job interview. LT6. I understand the importance of professional development in advancing my career.</p>	<p><b>L. Chapter 12: Building a Successful Career in the Industry</b></p> <p>L1. Ch. 12 activity packet - CF L2. Ch. 12 Review Your Learning - CF L3. Ch. 12 notes</p> <p>Chapter 12 Test - CS</p>	<p>gnocchi</p> <p><b>L. Chapter 12: Building a Successful Career in the Industry</b></p> <p>L1. <u>Foundations of restaurant management &amp; culinary arts</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u> mentor resume references portfolio job application etiquette closed questions open-ended questions stress management time management certification networking</p>
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