



Culinary Arts II

STANDARDS

IFD

PLC HUB

OTHER

QUARTER 1 (47 DAYS)

PACING	TN STANDARDS	TEXT/RESOURCES	LEARNING TARGETS	ASSESSMENT/PROJECTS
<i>Week 1</i>	2.1 Menu Types & Planning Principles: Compare the main types of menus (market menu, a la carte, static menu, cycle menu, and table d'hôtel) and synthesize basic planning principles for different restaurant menus. Apply menu planning principles to create a menu for an assigned concept, incorporating appropriate service style, cuisine, and atmosphere when crafting the menu.	<i>Menu Planning</i>	Students will collaborate with classmates and create a menu for the course.	<i>Homework: Course Fee</i> <i>Classwork: Name Game</i>
<i>Week 2</i>	2.3 Calculating Dish Prices: Evaluate the different methods and formulas (e.g., going rate, prix fixe, markup, and food cost percentage) that foodservice operations use to calculate the price of dishes. Select the correct formulas to calculate the menu price for an assigned dish. Formulas include: a. Markup (Food Cost + Markup = Menu Price) b. Food Cost Percentage (Food Cost per Portion ÷ Standard Food Cost Percentage = Menu Price)	<i>Menu Planning</i>	Students will forecast, create a budget, and timeline of the menu for the course.	<i>ServSafe Foodhandler Exam: Code Assigned</i>
<i>Week 3</i>	1.3 Safety & Sanitation Procedures: Identify, practice, and	<i>Food Safety and Sanitation</i>	Students will learn about the systematic practices that are	<i>Continue working on ServSafe Foodhandlers</i>

	critique safety and sanitation procedures related to handling, preparing, storing, and serving food. Review and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy.	<i>ServSafe Starters Employee Guide Fifth Edition</i> • <i>Food Safety is Important</i> • <i>Good Personal Hygiene</i> • <i>Cleaning and Sanitizing</i> • <i>Job Specific Guidelines</i>	followed in foodservice to avoid foodborne illnesses and become certified with an Early Post Secondary Opportunity, the ServSafe Foodhandler Certification.	<i>Classwork: Fried Rice</i>
<i>Week 4</i>	6.4 Vegetables & Commonly Used Vegetables: Identify the vegetables most used in commercial foodservice and describe the anatomy and use of each. Evaluate the quality factors when selecting vegetables, including growing seasons and regions, available forms of purchase, and vegetable gradings. Compile standardized recipes that demonstrate the diverse cooking methods for vegetables in foodservice settings. 6.5 Vegetable Cooking Methods: Summarize various moist-heat and dry-heat cooking methods from the collection of standardized recipes compiled in the previous standard. Research the principles of vegetable cookery to identify the factors that affect the flavor, texture, color, and retention of nutrients in cooked vegetables. Select the best cooking method for a chosen vegetable. 6.6 Vegetables & Acid/Alkaline Solutions: Determine the role of acid and alkaline solutions in a	Food Preparation	Students will create a menu that centers around vegetables.	<i>Lab: You Pick 2 or Super Foods Stadium</i> <i>Project: ServSafe Foodhandlers Certification Due</i>

	vegetable's color during the cooking process.			
<i>Week 5</i>	6.11 Fresh & Dry Pasta: Compare the differences in appearance, flavor, and texture of fresh pasta and dry pasta. Select a fresh pasta recipes and modify to create an original multistep recipe, demonstrating proper safety techniques throughout.	Food Preparation	Students will create a menu making fresh pasta.	<i>Lab: Pasta</i>
<i>Week 6</i>	6.1 Cuts: Compare and contrast the size and shape of cuts used in commercial kitchens. Practice performing different cuts using the correct steps corresponding to each. Cuts include: a. Brunoises b. Chiffonade c. Dice d. Julienne e. Mince f. Rondelle Execute proper safety and cutting techniques when using knives in the lab.	Food Preparation	Students will identify the different types of knives and their purpose, follow safety procedures when handling a chef's knife, and learn common knife cuts.	<i>Project: Portfolio Knife Cuts</i>
<i>Week 7</i>	6.7 Stock Ingredients & Production: Summarize various ingredients' roles in the production of stocks (e.g., white stock, brown stock, broth/bouillon, vegetable stock, and fish stock) and list of steps when making stocks and bases. Compare the characteristics of the stocks, cooking times, and ingredients' contributions to the flavor profile. Make a stock and evaluate its quality. 6.8 Soups: Compare soups (e.g., clear soups, thick soups, and specialty soups). Follow and modify soup recipes to create various soups for a menu. Discuss the advantages and disadvantages of		Students will learn the difference between a stock and a broth. Students will use stocks and broths as the foundation for soups and safely store some for future labs.	<i>Lab: Stocks</i>

	serving different types of soups for certain menus.			
<i>Week 8</i>	6.9 Mother & Derivative Sauces: Synthesize the characteristics of the mother sauces and derivative sauces. Identify how to choose a thickening agent when preparing different sauces. Create a recipe for a sauce and prepare that sauce. 6.10 Starches: Synthesize different starches in commercial kitchens, including, for example, potatoes, grains, corn, rice, and wheat. Identify how the starch content determines botanical differences among starches and influences their selection for dishes. Compile standardized recipes that demonstrate the diversity of starches in foodservice settings.		Students will learn how to make a fond, identify the five mother sauces, and discover how different starches react differently to liquids.	<i>Classwork: Sauces</i>
<i>Week 9</i>	1.1 Cross-Contamination: Summarize the different ways that cross-contamination can occur in the kitchen. Write a script and create a video or public service announcement explaining how to prevent cross-contamination in the kitchen.		Students will describe the importance of preventing cross-contamination and describe the significance of ServSafe within the foodservice industry.	<i>HW: ServSafe Selfie</i>



Culinary Arts II

STANDARDS

IFD

PLC HUB

OTHER

QUARTER 2 (45 DAYS)

PACING	TN STANDARDS	TEXT/RESOURCES	LEARNING TARGETS	ASSESSMENT/PROJECTS
<i>Week 10</i>	5.2 Overcooked/Undercooked Foods: Select three pieces of food (e.g., a piece of chicken, apple, or potato) to determine what happens when that food is overcooked or undercooked using a certain cooking method. Outline the physical change in appearance, flavor, texture, weight, and moisture of each food.	<i>Cooking Principles</i> <i>ServSafe Starters Employee Guide Fifth Edition</i> • <i>Controlling Time and Temperature</i> • <i>Preventing Cross-Contamination</i>	Students will learn about the systematic practices that are followed in foodservice to avoid foodborne illnesses.	<i>Quiz: Time and Temperature/Foodborne Illnesses</i>
<i>Week 11</i>	6.2 Fruits & Fruit Classifications: Research fruit classifications and cite an example fruit for each classification. Categorize the purchasing grades for fruits, noting the primary growing season and explaining the different types available to consumers. 3.2 Edible Garnishes: Generate a list of commonly used edible garnishes and create a cheat sheet of principles to remember when deciding which garnish should accompany a dish. Examples of principles include dish temperature, functional	<i>Food Preparation</i>	Students will use a paring knife to make fruit carvings.	<i>Classwork: Fruit Carving</i>

	appearance, and using garnishes sparingly.			
<i>Week 12</i>	1.2 Sanitizing Surfaces: Identify the steps for sanitizing food-contact surfaces in the kitchen, Compare different sanitizing methods (e.g., heat and chemical) and determine when to use each method. Inspect the classroom kitchen using the Food Service Establishment Inspection Report from the Tennessee Department of Health.	Food Safety and Sanitation	Students will learn about the systematic practices that are followed in foodservice to avoid foodborne illnesses and identify the most common symptoms.	<i>Test: ServSafe Management Practice</i>
<i>Week 13</i>	4.1 Food Price & Quality: List the factors (e.g., environmental, economic, social, and/or government regulations) that influence food prices and quality. Analyze the purchasing methods (e.g., bids, purchase orders, requisition, and sales quotes) that foodservice operations use to order supplies.	<i>Food Purchasing, Receiving, and Storing</i>	Students will plan and forecast for a multi-course, buffet style meal for approximately 75 people.	<i>Classwork: Planning Sheets</i>
<i>Week 14</i>	3.1 Platter & Buffet Presentation: Research and describe the plating principles that guide platter and buffet presentation, including color, height, focal point, temperature, and proportion. Apply plating principles throughout the course to design attractive platter and plate presentations.	Food Presentation	Students will cook and lay out a buffet presentation guide for plating a multi-course meal.	<i>Lab: Family Meal</i> <i>(Thanksgiving or Family Meal)</i>
<i>Week 15</i>	5.1 Cooking Method Classifications: Define the three classifications of cooking methods (i.e. combination, dry, and moist) and cite an example of each. Discuss how heat is transferred by	<i>Cooking Principles</i>	Students will write detailed technical instructions of how to replicate recipes made in labs.	<i>Project: Class Cookbook</i> <i>HW: OOTD Foodservice Uniforms</i>

	conduction, convection, and radiation.			
<i>Week 16</i>	6. Food Preparation: For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support information included in the index.	<i>Food Preparation</i>	Students will format recipes for social media.	<i>Classwork: Recipe Page</i>
<i>Week 17</i>	4.2 Receiving & Storage of Food Products: Summarize the requirements for proper receiving and storage of food products. Identify proper procedures for receiving and storing food products, including both raw and prepared foods, attending to temperature and product rotation.	Food Purchasing, Receiving, and Storing	Students will collaborate as a group to use up the rest of the lab ingredients in the kitchen.	<i>Lab: Sweet Treats</i> <i>(Cookies or Ice Cream)</i>
<i>Week 18</i>	3.1 Foodservice Occupations: Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Examine occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the	Foodservice Career Exploration	Students will research pathways in foodservice careers.	<i>Homework: Industry Speaker</i>

	necessary level of education and relevant certifications for a chosen occupation in the foodservice industry.			
--	---	--	--	--