

Southern Regional High School District Course of Study

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Course Title: CULINARY ARTS - 8036

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June 2008

Essential Questions of the Course:

What are the many aspects of the food service industry?

What skills are necessary to be successful in the food service industry?

Assessments:

FOOD SERVICE LABORATORY EXPERIENCES-The students will gain experience in managerial, organizational and cooking skills that will be assessed by teacher observation throughout the semester. The teacher will observe the students work habits, safety and sanitation skills and the ability to work with others as their skills relate to the food service industry.

SELF ASSESSMENT- Students will assess their own progress so that they can better understand the strengths and weaknesses of their performance and their potential as a culinary worker

WRITTEN ASSESSMENT TESTS - Students will complete written assignments to assess their knowledge of principles and practices which relate to the food service industry..

Unit of Study

Unit Title: FOOD SERVICE: THE PEOPLE INDUSTRY

Essential Questions of the Unit:

What jobs are available in the food service industry?

What makes a good employee?

Is a food service career for you?

Assessments:

Research- Students will research the outlook for employment in the food service industry.

Students will complete written assignments in the student workbook..

Students will complete a written chapter assessment.

Content:

- 1. The Careers of the Food Service Industry**
- 2. The People of the Food Service Industry**
- 3. What makes a good employee?**
- 4. What are workplace readiness skills?**
- 5. Is a Food Service Career for you?**

Skills:

Interpersonal skills – teamwork in the food service profession

Thinking skills – assessing own suitability for profession

Basic skills –reading and mathematics accuracy in food service workers

Problem-solving skills – clarify decisions to be made.

Purpose / Rationale of the unit:

The purpose of the unit is to make the students aware of employment opportunities in the food service industry. They will gain knowledge of skills food service employers look for when hiring employees and the advantages and disadvantages of food service work.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.3	Identify career interests, abilities, and skills.
1.4	Develop an individual career plan.
1.8	Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
1.9	Identify job openings.
3	All students will use critical thinking, decision-making, and problem-solving skills.
4	All students will demonstrate self-management skills.
4.1	Set short and long term goals.
4.2	Work cooperatively with others to accomplish a task.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Review and update their career plan and include the plan in a portfolio.
9.1.5	Research current advances in technology that apply to a selected
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork

Time Frame of Unit: 2 weeks

Instructional Activities:

Read chapter 1 and complete the study guide in the student workbook.

Complete the “Food Service Search”.

Complete “What Makes a Good Employee” in the student workbook.

View the video “A Career as a Chef”.

Invite a food service manager to speak to the class about food service opportunities.

Search in the newspaper want advertisements for food service jobs. Discuss findings in class.

Administer chapter test.

Materials and Resources:

**The Professional Chef: The Culinary Institute of America
John Wiley and Sons, 2002. Chapter 1.**

Unit of Study

Unit Title: NUTRITION

Essential Questions of the Unit:

How does the body use food?

What is a balanced diet?

How is good nutrition utilized in meal planning for restaurants?

Assessments:

Students will do a self-evaluation of their personal eating habits and evaluate the extent to which they are “eating healthy”.

Students will complete written assignments in the student workbook.

Chapter test

Content:

- 1. Nutrition and your job performance**
- 2. Food and energy**
- 3. Functions of food**
- 4. The nutrients**
- 5. Eating habits**
- 6. The food guide pyramid**

Skills:

Thinking skills – The ability to reason and make decisions using The Food Guide and Dietary Guidelines.

Acquiring information and evaluating skills using the Food Guide Pyramid.

Technology skills using computer software to analysis recipes and diets.

Purpose / Rationale of the unit:

This unit will help the students understand how eating habits can affect their job performance. They will understand how the six basic nutrients function and how their bodies use the food they eat.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

3	All students will use critical thinking, decision-making, and problem-solving skills.
4	All students will demonstrate self-management skills.

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

2.1	All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.
2.1.6	Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.
2.1.8	Explain how health is influenced by the interaction of body systems and nutritional intake.
2.1.13	Examine health product and food labels and advertisements, comparing accuracy, content, directions, and value.
2.2.16	Develop a plan for lifelong wellness using data from health assessments, family history, nutritional information, and current health practices, and evaluate progress towards meeting health goals in the plan.
2.2.17	Predict adult daily needs to maintain a healthy lifestyle, design a plan and budget based on those needs, and justify the plan.

Time Frame of Unit: 2 weeks

Instructional Activities:

Read Chapter 1 and complete study guide

Introduce essential and unit questions and key vocabulary.

Present the food pyramid and identify foods in each group.

Have students use software that runs a nutrition analysis on recipes and diets.

Assign students to bring food labels to class, and then analyze them in small groups and report to class.

Complete “Puzzled by Nutrition” – student workbook.

Complete chapter review and chapter test.

Materials and Resources:

The Professional Chef: John Wiley and Sons, 2002
Chapter 1.

Unit of Study

Unit Title: SANITATION and SAFETY

Essential Questions of the Unit:

What causes food borne illnesses?

What is the HACCP system?

How does one use the HACCP system?

Assessments:

Complete written assignments.

Identify the seven steps of the HACCP system.

Complete the chapter test.

Content:**1. SANITATION**

- a. Understanding bacteria**
- b. Types of harmful bacteria**
- c. Cleanliness**
- d. Pests**
- e. Keeping the environment clean**

2. SAFETY

- a. Responsibilities of management and workers**
- b. Avoiding accidents**
- c. Preventing fires**
- d. Enforcing sanitation and safety**

3. HACCP SYSTEM

Skills:

Safety skills

Sanitation skills

Responsibility skills

Problem solving skills

Life skills

Purpose / Rationale of the unit:

Upon completion of this unit, students should be able to identify causes of food borne illnesses and ways to prevent them. Students should be able to define the HACCP system and principles.

New Jersey Core Curriculum Content Standards:

CROSS CONTENT WORKPLACE READINESS SKILLS

5	All students will apply safety principles.
5.1	Explain how common injuries can be prevented.
5.2	Develop and evaluate an injury prevention program.
5.3	Demonstrate principles of safe physical movement.
5.4	Demonstrate safe use of tools and equipment.
5.5	Identify and demonstrate the use of recommended safety and protective devices.
5.6	Identify common hazards and describe methods to correct them.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.
5.8	Discuss rules and laws designed to promote safety and health, and their rationale.
5.9	Describe and demonstrate procedures for basic first aid and safety precautions.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 2 weeks

Instructional Activities:

Read chapter 1 of text.

Complete the study guide in the student workbook.

Complete “Safety Strategies” in the student workbook.

Introduce the HACCP system using section II of A Practical Approach to HACCP course book

View HACCP videos.

Discuss why HACCP principles are important to food safety.

Chapter test.

Materials and Resources:

**The Professional Chef; John Wiley and Sons, 2002
Chapter 1**

Unit of Study

Unit Title: Salads, Garnishes, Sauces

Essential Questions of the Unit:

What is a salad?

What are the parts of a salad?

Why is appearance, “plating” of food important?

What is a garnish?

What are different types of sauces and their uses?

Assessments:

Laboratory experience – Students will prepare a variety of salads and have them evaluated by their peers and staff members using the product evaluation rubric.

Written assessment – chapter test.

Content:**1. Kinds of salads:**

- a. Appetizer salads**
- b. Accompaniment salads**
- c. Main dish salads**
- d. Dessert salads**

2. Criteria for salads

- a. Color**
- b. Flavor**
- c. Texture**
- d. Compatibility**
- e. Appearance**

3. Salad dressings

- a. Oil, water and vinegar dressings**
- b. Mayonnaise dressings**

4. Garnishes**5. Mother sauces****6. Secondary Leading Sauces**

- a. Demi glace**
- b. Sauce allemande**
- c. Sauce supreme**
- d. Sauce vin blanc**

**DERIVATIVES; Mushroom, Capers, Tarragan, Lobster
PROPER FINISHING TECHNIQUES; Reduction, Deglazing,
Seasoning, Monter au beurre, Liaison**

Skills:

Interpersonal skills – teamwork in the foods laboratory.

Thinking skills – creatively preparing and garnishing salads.

Organizational skills – organizing salad recipes, ingredients and preparation time.

Basic skills- reading recipes, measuring ingredients, adjusting, and preparing recipes.

Purpose / Rationale of the unit:

Students should understand that salads are tasty, nutritious and generally low in calories and are an important part of our daily diets.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

VISUAL AND PERFORMING ARTS

1.2.1	Demonstrate performance and participation skills by working and creating individually and with others.
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LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to career clusters.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 3 weeks

Instructional Activities:

Read chapter 3 and 5 of text

Complete chapter 3 and 5-study guide.

Search magazines for pictures and recipes of salads. Ask them to make a poster showing each of the four types of salads with dressings and garnish suggestions for each.

Prepare a variety of salads- appetizer, accompaniment, main dish, and dessert salads.

View videos on garnishing techniques.

Create a variety of garnishes using fresh fruits and vegetables.

Complete “Salad Savvy” in student workbook.

Review questions and chapter test.

Materials and Resources:

**The Professional Chef; John Wiley and Sons, 2002.
Chapter 3 and 5**

Unit of Study

Unit Title: MEATS

Essential Questions of the Unit:

What factors affect meat selection?

What factors affect meat preparation?

Assessments:

Laboratory experiences –Students will prepare a variety of meat entrées that will be self-evaluated, peer evaluated and staff evaluated using the product evaluation rubric.

Written assessment – a variety of worksheets will be completed and evaluated.

Chapter Test

Content:

- 1. Selecting meats**
 - a. Structure of meats**
 - b. Wholesomeness**
 - c. Quality**
 - d. Cuts of meats**
 - e. Bone Identification**

- 2. Preparing Meats**
 - a. Principles of Protein Cookery**
 - b. Choosing a Cooking Method**
 - c. Determining Doneness**
 - d. Panee, Egg White, Mueniere, Passe al'oeuf, Tempura**

- 3. Dry Heat Cooking Methods**
 - a. Roasting**
 - b. Grilling**
 - c. Broiling**
 - d. Frying**

- 4. Moist Heat Cooking Methods**
 - a. Braising**
 - b. Stewing**

- 5. Storing Meats**

Skills:

Interpersonal skills – teamwork in the foods laboratory.

Reading skills reading and following a recipe.

Mathematics skills – measuring ingredients and adjusting to proportions as needed.

Mathematics skills - Price comparison skills per serving.

Organizational skills – organizing recipes, ingredients, and preparation time.

Decision making skills- choosing recipes, cooking methods and ingredients.

Workplace skills

Purpose / Rationale of the unit:

Meat is a popular menu item and the single most expensive item on the food service menu. Therefore, students should have a basic understanding of meat quality and methods of preparation.

New Jersey Core Curriculum Content Standards

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

VISUAL AND PERFORMING ARTS

1.2.1	Demonstrate performance and participation skills by working and creating individually and with others.
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LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 2-3 weeks

Instructional Activities:

Read chapter 4 of textbook.

Complete chapter 4-study guide in student workbook.

Bone Shapes” handout and help them identify wholesale and retail cuts of meat.

Locate recipes for meats that use dry heat and moist heat cooking methods.

Prepare meats using moist heat and dry heat methods of cooking.

Complete the “Mystery Meats” to become familiar with the vocabulary of the meat unit.

Chapter test.

Materials and Resources:

The Professional Chef; John Wiley and Sons, 2002. Chapter 4.

Unit of Study

Unit Title: POULTRY

Essential Questions of the Unit:

What factors affect quality and selection of poultry?

Why is poultry so versatile?

Assessments:

Laboratory experiences –Students will prepare a variety meat entrée that will be self-evaluated, peer evaluated and staff evaluated using the product evaluation rubric.

Written assessment – a variety of worksheets will be assigned and evaluated.

Chapter Test

Content:**1. Kinds of poultry**

- a. Chicken**
- b. Turkey**
- c. Duck**

2. Selecting Poultry

- a. Shape**
- b. Flesh**
- c. Cleanliness**
- d. Condition**

3. Preparing Poultry**a. Dry Heat Cooking**

- i. Roasting**
- ii. Rotisserie**
- iii. Oven Frying**
- iv. Panee, Egg White, Meuniere, Passe al'oeuf, Tempura**

b. Moist Heat Cooking

- i. Braising**
- ii. Stewing**

Skills:

Interpersonal skills – teamwork in the foods laboratory.

Reading skills – reading and following a recipe.

Mathematics skills –

Measuring ingredients and adjusting to proportions as needed.

Price comparison skills per serving.

Organizational skills – organizing recipes, ingredients, and preparation time.

Decision making skills- choosing recipes, cooking methods and ingredients.

Purpose / Rationale of the unit:

Poultry is an important food item and can be used in a wide variety of recipes. Students should be able to select and prepare the various types of poultry using both moist and dry heat cooking methods.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to career clusters.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 3 weeks

Instructional Activities:

Read chapter 4 in the textbook.

Complete the chapter study guide.

Distribute “Disjointing a Chicken” for students to use and demonstrate how a whole chicken is cut.

Plan a picnic menu using poultry as the entrée. Ask them to list safety and sanitation precautions regarding the preparation, service, and storage of poultry in a picnic situation.

Locate recipes for picnic menu.

Prepare picnic recipes.

Prepare a variety of poultry dishes using moist heat and dry heat cooking methods.

**Complete “Poultry Puzzler” in the student workbook.
Chapter test.**

Materials and Resources:

**The Professional Chef; John Wiley and Sons, 2002
Chapter 4.**

Unit of Study

Unit Title: VEGETABLES

Essential Questions of the Unit:

What is the role of vegetables in meal planning?

How are vegetables selected?

How can vegetables be prepared?

Assessments:

Laboratory experiences –Students will prepare a variety of vegetable recipes that will be self-evaluated, peer evaluated and staff evaluated using the product evaluation rubric.

Written assessment – a variety of worksheets will be assigned and evaluated.

Chapter Test

Content:

- 1. Vegetables in the menu**
 - a. Nutrition**
 - b. Eye appeal**

- 2. . Understanding Vegetables**
 - a. Parts of the plant eaten as vegetables**
 - b. Color families of vegetables**

- 3. Selecting vegetables**
 - a. Fresh**
 - b. Frozen**
 - c. Canned**
 - d. Dried**

- 4. Preparing vegetables**
 - a. Boiling and steaming**
 - b. Baking**
 - c. Pan-frying, sautéing, stir-frying**
 - d. Deep-frying**

- 5. Standards for cooked vegetables**
 - a. Appearance**
 - b. Color**
 - c. Flavor**
 - d. Texture**
 - e. Seasonings**

Skills:

Interpersonal skills – teamwork in the foods laboratory.

Reading skills – reading and following a recipe.

Mathematics skills – measuring ingredients and adjusting to proportions as needed. Price comparison skills per serving.

Organizational skills – organizing recipes, ingredients, and preparation time.

Decision making skills- choosing recipes, cooking methods and ingredients.

Workplace skills

Purpose / Rational of the unit:

Vegetables play a key role in good nutrition. Students should be able to identify, and select a variety of vegetables and know how to correctly prepare them.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.

MATHEMATICS

4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.

SCIENCE

5.1	All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of the system.
5.1.4	Describe components of a system and how they influence one another.
5.1.7	Recognize that the behavior of a system may be different from the behavior of its components.

LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success
B	Employability Skills
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9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 3 weeks

Instructional Activities:

Read chapter 5 in the textbook.

Complete chapter 5 study guide in the student workbook.

Hand outs “Vegetables and Vitamins”. Read and go over this handout in class.

Cook fresh, frozen, and canned green beans. Have them evaluate the beans for color, texture, and flavor.

Select recipes for one vegetable that use a variety of cooking methods. Prepare these recipes.

Prepare a variety of sauces that can be served with vegetables.

“Vegetable Varieties” puzzle in the student workbook.

Chapter test.

Materials and Resources:

**The Professional Chef; John Wiley and Sons, 2002
Chapter 5**

Unit of Study

Unit Title: YEAST BREADS AND ROLLS

Essential Questions of the Unit:

What roles do yeast breads and rolls play in meal planning?

How are yeast breads prepared?

Assessments:

Laboratory experiences –Students will prepare a variety of yeast breads and rolls that will be self-evaluated, peer evaluated and staff evaluated using the product evaluation rubric.

Written assessment – a variety of worksheets will be assigned and evaluated.

Chapter Test

Content:

- 1. Yeast breads and rolls in food service.**
- 2. Preparation of yeast breads and rolls**
 - a. Ingredients**
 - b. Mixing**
 - c. Developing the gluten**
 - d. Fermentation**
 - e. Shaping**
 - f. Panning**
 - g. Proofing**
 - h. Baking**
- 3. Standards for yeast breads and rolls**
 - a. Appearance**
 - b. Color**
 - c. Flavor**
 - d. Texture**

Skills:

Interpersonal skills – teamwork in the foods laboratory.

Reading skills – reading and following a recipe.

Mathematics skills – measuring ingredients and adjusting to proportions as needed.

Mathematics skills - Price comparison skills per serving.

Organizational skills – organizing recipes, ingredients, and preparation time.

Decision making skills- choosing recipes, cooking methods and ingredients.

Workplace skills

Purpose / Rationale of the unit:

Yeast dough is used for many different kinds of breads and rolls. Students should have an understanding of yeast as a leavening agent and the preparation methods of yeast breads and rolls, especially those products used in the restaurant field.

New Jersey Core Curriculum Content Standards:

CROSS- CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4.2	Work cooperatively with others to accomplish a task.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Review and update their career plan and include the plan in a portfolio.
9.1.5	Research current advances in technology that apply to a selected
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork

Time Frame of Unit: 2 weeks

Instructional Activities:

Chapter 7 in the textbook.

Complete the study guide for chapter 7

Handout “Yeast Facts”. Read and discuss information in class.

Search for yeast dough recipes that could be used for appetizers, main dishes, and desserts. Have students prepare a recipe from each group.

Identify the function each ingredient plays in the finished yeast bread they selected.

“Yeast bread match-up” puzzle in the student workbook.

Chapter test.

Materials and Resources:

The Professional Chef; John Wiley and Sons, 2002. Chapter 7

Unit of Study

Unit Title: SANDWICHES

Essential Questions of the Unit:

What is a sandwich?

What are the various kinds of sandwiches?

How do you prepare a variety of sandwiches?

How is a production line set up for making sandwiches in quantity?

Assessments:

Laboratory experience – Students will prepare a variety of sandwiches and have them evaluated by their peers using the product evaluation rubric.

Written assessment – chapter test

Content:**1. Kinds of sandwiches:****a. Parts of a sandwich:**

- 1. Type of bread**
- 2. Type of spread**
- 3. Type of filling- Moist or Dry**

2. Criteria for sandwiches:

- a. Appearance**
- b. Flavor**
- c. Texture**

3. Sandwich Production Line**4. Plating and Garnishes**

Skills:

Interpersonal skills – teamwork in the foods laboratory.

Thinking skills – creatively preparing and plating sandwiches.

Organizational skills – organizing recipes, ingredients, and preparation time.

Basic Skills – reading recipes, measuring ingredients and adjusting and preparing recipes.

Purpose / Rational of the unit:

Student should understand that sandwiches are tasty, nutritious and an important part of our daily diets.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4.2	Work cooperatively with others to accomplish a task.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

VISUAL AND PERFORMING ARTS

1.2.1	Demonstrate performance and participation skills by working and creating individually and with others.
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LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
9.1.2	Evaluate academic and career skills needed in various career clusters.
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9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork

Time Frame of Unit: 3 weeks

Instructional Activities:

Read chapter 6 of textbook.

Complete chapter 6 study guide.

Prepare a variety of sandwiches-appetizer, regular, open faced, decker, and specialty.

Prepare sandwiches by production line using a variety of breads, fillings, and spreads.

Plate and garnish a sandwich.

**Complete Sandwich Q and A, and Sandwich Search.
Chapter test.**

Materials and Resources:

**The Professional Chef; John Wiley and Sons, 2002
Chapter 6**

Unit of Study

Unit Title: THE MENU

Essential Questions of the Unit:

What are the different kinds of menus and how are they used?

What are the influences on the different kinds of menus?

What are the principles of menu planning?

How are well-planned menus written?

Assessments

Laboratory experience- Students will prepare a variety of meals from well-planned menus, some of which students created themselves; and have them evaluated using the product evaluation rubric.

Written assessment- chapter test.

Content

- 1. Kinds of menus**
 - a. Fixed Menu**
 - b. Cycle Menu**

- 2. Influences on the Menu**
 - a. People**
 - b. Cost**
 - c. Type of Cuisine**
 - d. Equipment**
 - e. Skill of Workers**
 - f. Cultural Influences**

- 3. Meal Patterns**

- 4. Principles of Meal Planning**
 - a. Variety**
 - b. Balance**
 - c. Nutrition**
 - d. Flexible**

- 5. Menu as a Selling Tool**
 - a. Spoken**
 - b. Printed**
 - c. Board**

Skills:

Interpersonal skills – teamwork in the foods laboratory

Reading – reading and following recipe

Mathematics skills – measuring ingredients and adjusting to proportions as needed. Price comparison skills per serving.

Organizational skills – organizing recipes, ingredients, and preparation time.

Decision making skills – choosing recipes, cooking methods and ingredients.

Purpose / Rational of the unit:

Students will acquire the basic skills of meal planning for a variety of types of meals and events.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4.2	Work cooperatively with others to accomplish a task.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

VISUAL AND PERFORMING ARTS

1.2.1	Demonstrate performance and participation skills by working and creating individually and with others.
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LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
3.3	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

TECHNOLOGY LITERACY

8.1	Use computer applications to gather and organize information and to solve problems.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved Projects relevant to occupations and/or higher educational settings.

Time Frame of Units: 3 weeks

Instructional Activities:

Learn how to plan an event's menu

Analyze a menu by industry standards

Plan a menu and prepare the meal

Learn table settings for different types of events

Work in stations to prepare a large event meal

Understand restaurant menus and industry standards

Menu Planning and Cost Analysis on various meals

Understand that the menu creates all other activities in the kitchen

Materials and Resources:

The Professional Chef; John Wiley and Sons, 2002. Chapter 1

Unit of Study

Unit Title: THE BAKE STATION

Essential Questions of the Unit:

What are the products of the Bake Station?

What are the ingredients and their functions for the different products of the Bake Station?

What is the correct baking temperatures and times for the different products of the Bake Station?

What are the tools and small equipment used in the Bake Station?

Assessments:

Students will prepare a variety of Bake Station products that will be evaluated using the evaluation rubric for each type of Bake Station product.

Written Assessment

Content:

1. Quick-breads

- a. Biscuits**
- b. Muffins**
- c. Loaf breads**
- d. Pancakes**
- e. Crepes**
- f. French Toast**
- g. Doughnuts**
- h. Waffles**

2. Cakes and Cookies

- a. Shortened Cakes**
- b. Foam Cakes**
- c. Sponge Cakes**
- d. Bar Cookies**
- e. Drop Cookies**
- f. Refrigerator Cookies**
- g. Specialty Cakes and Cookies**

3. Pies and Pastry

- a. One- Crust Pies**
- b. Two-Crust Pies**
- c. Fruit Filling**
- d. Chiffon Pies**
- e. Meringue**
- f. Whipped Cream**

Skills:

Inter personal skills- teamwork in the foods industry.

Reading skill- reading and following in a recipe.

Mathematics skills- measuring ingredients and adjusting to proportions as needed.

Mathematics skills- Price comparison skills per serving.

Organizational skills- organizing recipes, ingredients, and preparation time.

Decision making skills- choosing recipes, cooking methods and ingredients.

Workplace skills.

Purpose / Rational of the unit:

The Bake Station is the place where a variety of baked products are prepared. Students should be able to identify the various baked products and know how to prepare them within a restaurant kitchen setting.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 6 weeks

Instructional Activities:

Students will complete study guides and worksheets for chapter 7

Students will prepare a variety of products from each subunit- Quick breads, Cakes and Cookies, and Pies and Pastries.

Students will learn to work in different kitchens to prepare a different product to produce a large variety of products such as would be done in a commercial establishment.

Students will use various types of flours and learn the nutritional enhancement and variation of Bake Station products.

Materials and Resources:

**The Professional Chef; John Wiley and Sons, 2002
Chapter 7**

Unit of Study

Unit Title: THE GRILL STATION

Essential Questions of the Unit:

What are the products that are prepared by the short order cook?

What are the types of cooking techniques and equipment that a short order cook would use?

Assessments

Laboratory experiences Students will prepare a variety of Short Order Cook Station products that will be self-evaluated, peer reviewed and staff evaluated using the product evaluation rubric.

Written Assessment

Content:

- 1. Fast Food Techniques**
- 2. Indoor Grills**
- 3. Outdoor Grills**
- 4. Special Small Appliances**
- 5. Methods of Cooking**
- 6. Types of Ingredients**
- 7. Types of Frying Techniques**

Skills:

Interpersonal skills- teamwork in the foods laboratory.

Reading skills- reading and following a recipe.

Mathematics skills- measuring ingredients and adjusting to proportions as needed.

Mathematics skills- Price comparison skills per serving.

Organizational skills- organizing recipes, ingredients, and preparation time.

Decision making skills- choosing recipes, cooking methods and ingredients.

Workplace skills

Purpose / Rational of the unit:

Since a very large part of restaurant food is prepared by the short order cook, students will be introduced to what the role of a short order cook entails. Students will prepare products that are grilled and fried, understanding the equipment and cooking methods.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
4.9.4	Develop and use personal referents for standard units of measure (such as the width of a finger to approximate a centimeter).
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
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9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 3 weeks

Instructional Activities:

Chapters 22 and 24 of the textbook.

Complete study guides.

Prepare products of the Grill Station.

Complete worksheets.

Take chapter tests.

Materials and Resources:

Exploring Professional Cooking, Glencoe McGraw Hill, 1996

Chapters 22 and 24.

Unit of Study

Unit Title: FISH

Essential Questions of the Unit:

What factors affect fish selection?

What factors affect fish preparation?

Assessments:

Laboratory experience- Students will prepare a variety of fish entrees and evaluate them using a product rubric.

Written assessment.

Content:

- 1. Kinds of Seafood**
- 2. Inspection**
- 3. Storing**
- 4. Preparation**
- 5. Panee, Egg White, Meuniere, Passe al'oeuf, Tempura**
- 6. Convenience Forms**

Skills:

Interpersonal skills- teamwork in the foods laboratory.

Thinking skills- creatively preparing seafood.

Organizational skills- organizing time in the foods laboratory.

Basic Skills- reading recipes, measuring ingredients and adjusting and preparing recipes.

Purpose / Rational of the unit:

Since fish is such a healthy food, it is essential that culinary students become familiar with the basics of using fish in their diets and its use in the foods industry.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.5	Provide constructive criticism to others.
4.9	Use time efficiently and effectively.
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LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

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9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 2 week

Instructional Activities:

Students will read the chapter on fish and complete the study guide and worksheets.

Students will prepare a variety of fish recipes.

Materials and Resources:

**The Professional Chef; John Wiley and Sons, 2002
Chapter 4**

Unit of Study

Unit Title: FRUITS

Essential Questions of the Unit:

What are the factors that affect quality and selection of fruits?

What are the many ways fruits are used in a meal?

How are fruits used in garnishing?

Assessments

Laboratory experiences- Students will prepare a variety of fruit entrees and garnishes that will be evaluated using a rubric.

Written assessment.

Content:

- 1. Kinds of Fruit**
- 2. Selecting Fruit**
- 3. Preparing Fruit**
- 4. Garnishing with Fruit**

Skills:

Interpersonal skills- teamwork in the foods laboratory.

Thinking skills- creatively preparing fruits and fruit garnishing.

Organizational skills- organizing fruit recipes, ingredients and preparation time.

Basic skills- reading recipes, measuring ingredients and adjusting and preparing recipes.

Purpose / Rational of the unit:

Students should understand the high nutritive value of fruits for the low caloric value. Students should be able to use fruits in an attractive way in meal planning and understand the importance of fruits in the culinary industry

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.5	Provide constructive criticism to others.
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LANGUAGE ARTS LITERACY

3.2.7	Follow oral directions.
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CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

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9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: 2 weeks

Instructional Activities:

Students are to read literature on fruits and complete worksheets.

Students will prepare a variety of fruit dishes.

Students will learn to garnish with fruits

Materials and Resources:

The Professional Chef; John Wiley and Sons, 2002 Chapter 8.