

2013-2014 Subject Area Pacing Guide Culinary Arts II

COURSE DESCRIPTION: Culinary Arts II is a continuation of the emphasis on management and food preparation. Management topics include marketing, accounting, purchasing, inventory, and advanced customer service. Food preparation techniques covered include potatoes, grains, desserts, baked goods, meat, poultry, seafood, stocks, sauces, and soups. An exploration of culinary history is also included in this course. The course should be taken after the student has successfully passed Culinary Arts I.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">EOC</td> <td style="padding: 2px;">VOCATS</td> </tr> <tr> <td style="padding: 2px;">AP/IB</td> <td style="padding: 2px;">X Teacher-made final exam</td> </tr> </table>	EOC	VOCATS	AP/IB	X Teacher-made final exam
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CHAPTER REFERENCES ARE FROM: Foundations of Restaurant Management and Culinary Arts II

Est. Time	Unit	Suggested Works	Essential Questions	Learning Objectives	General/Modified Tasks/Strategies
	Unit 9			Orientation	
20 hrs 2 Weeks		TPSD Student Handbook		Competency 1: Review school and program policies and procedures. (DOK 1) ^{2PS0}	
2 hrs	9.1a	“	How do following class and lab rules help you when you get a job?	Discuss the school handbook and all safety procedures for the classroom and building levels.	Describe key school and program policies and procedures to the class (may use the school handbook and any program-specific information).
2 hrs	9.1b	“		Review program policies in the classroom and the laboratory.	
				Competency 2: Update career/educational plans. (DOK 1) ^{2PS0}	
3hrs	9.2a	FMRCAs year 1 Chapter 12 pg738 - 743	How can the content and format of a resume and cover letter help you be successful in getting a job?	Revise resume.	Discuss the importance of updating resumes. Explain to students that resumes should be kept current to reflect all educational endeavors and job-related experiences. CS1, E1 Have students review and revise the resumes created in year 1. Evaluate using the Resume Rubric

3hrs	9.2b	FRMCA Yr. I Pg 761-775	Why is it so important to be punctual to a job interview?	Demonstrate effective interviewing skills.	<ul style="list-style-type: none"> · Review interviewing skills. Emphasize preparation, manners, dress, posture, voice quality, and interview follow-up. ^{ES} · Have students participate in a mock interview. Videotape the interview, and have students critique and analyze the good points and identify where improvements should be made.
1hr	9.2c	FRMCA Yr. I Pg. 777 - 787		Discuss employer expectations.	<ul style="list-style-type: none"> · Lead a class discussion of employer expectations. Include in the discussion the importance of good work habits, ethics, and so forth.
				Competency 3: Model job retention skills. (DOK 2) ^{2PS0}	
3hrs	9.3a	* pg. 447-448, 464-469	How does stress affect your job performance and interaction with other employees and customers?	Discuss diversity in the workplace	Discuss diversity in the classroom, workplace, and society.
3hrs	9.3b	* pg 777-787	What is a job evaluation?	Explain a job evaluation and how it relates to career advancement and pay.	Discuss a job evaluation and how it relates to career advancement and pay. Provide examples of evaluation forms from local employers. Obtain personnel policy and procedure manuals from local employers, and discuss the policies and procedures that outline evaluation and promotion policies. Use a sample employee performance evaluation to explain how evaluations relate to advancement and pay.
3hrs	9.3c	“	What characteristics should employees model to be successful in the workplace?	Model valued professional workplace characteristics.	Have students develop performance evaluations for jobs in the culinary laboratory, and use them to evaluate professionalism and performance in the laboratory.
30 hrs	Unit 10			Hospitality Industry	

3 Weeks		FRMCA Yr. I pg. 6-33		Competency 1: Research the creation of the modern restaurant. (DOK 1) ^{2PS1}	
3hrs	10.1a	“	Why is it important to understand the history of the restaurant industry?		Discuss why history is important to understanding the development of the foodservice industry. Ask students to discuss how history has (the invention of electricity, computers, etc.) has affected their lives. Use PowerPoint presentations for class discussion and notes. Discuss the contributions made by the early Greeks to the development of the foodservice industry. Discuss the rise of the Romans and how it affected the growth of the foodservice industry. Discuss how the relationship with food and cuisine during the Middle Ages differed from the earlier Greek and Roman times. Discuss the impact Catherine de Medici had on the foodservice industry during the Renaissance. Explain how growing trade with Africa affected the evolution of cafes. Review the beginnings of guilds and the role they played in the growth of the foodservice industry. Discuss how restaurants began and the factors involved in their continued success. Explain how advancements during the Industrial Revolution and the Enlightenment inspired the continued growth of the foodservice industry. Discuss the contributions made to the foodservice industry by Carême and Escoffier. Create a Blackboard discussion forum to continue class discussion.
					the Industrial Revolution and the Enlightenment inspired the continued growth of the foodservice industry. Discuss the contributions made to the foodservice industry by Carême and Escoffier.

3hrs	10.1b	“	Who is James Beard? What does it mean for a chef to win the James Beard Award?	Research famous chefs, and note their major accomplishments	In groups, have students research the lives of one of the following well-known modern chefs and present their findings to the class in a PowerPoint presentation. Have students identify the experiences and qualities that made these chefs so successful and enduring. Have students choose from the following: Paul Bocuse, the Troisgrois brothers, Julia Child, James Ward, Alice Waters, Paul Prudhomme, Wolfgang Puck, Charlie Trotter, James Beard, Martha Stewart, Rocco DiSpirito, Tyler Florence, Jamie Oliver, or Emeril Lagasse.
		FMRCA Year 2		Competency 2: Compare and contrast American regional cuisines and international cuisines. (DOK 3) 2PS1	

2 hrs	10.2a	Pg.. 692-738	What are the most well known global cuisines?	Analyze the relationship between global cultures and traditions related to food to include religious practices, ethnicity, demographic variables, colonial exploration, and immigration.	<p>Introduce the Tao philosophy and how it affects Chinese cooking and food preparation.</p> <p>Have students discuss how a particular religion or cultural influence has affected their own relationships with food. Discuss the types of foods commonly used in Chinese cuisine. Have the students do a search on the Internet about what was the first Chinese cuisine introduced in the United States. Have students discuss the Chinese cuisine they have eaten. From what parts of China do these dishes come? The students should have an opportunity to look at a map of China and recognize where different dishes come from on a map. discuss the factors that make Japanese cooking unique. Have students research Cha-no-Yu, the Japanese tea ceremony, and present their findings to the class. Explain how trade was important to India's culinary development. Discuss the foods and spices that make India's cuisine unique. In class, if possible, prepare dishes using some staple Indian foods like lentils, curry, and nana wheat breads.</p> <p>Introduce the foods that form the basis of Middle Eastern cuisine. Discuss how trade affected Middle Eastern cuisine. CS3, S1, S2, S3</p> <p>Have students prepare a meal using Middle Eastern staple foods such as yogurt, eggplant, and stuffed vegetables. S1, S2, S3</p> <p>Discuss foods that form the basis of African cuisine. Identifv what</p>
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				Competency 3: Research the history of foodservice in the United States. (DOK 1) 2PS1	
1hr	10.3a	Pg.. 634-674	What are the cultural influences and flavor profiles of the Northeast, the Midwest, the South, and the Southwest, the Pacific Coast/Pacific Rim?	Outline the growth of foodservice throughout the history of the United States.	Discuss the cuisines of the Caribbean and Latin America. Identify the foods that have become a part of North American cuisine. Discuss how Latin America and the Native American Indians influenced the growth of North American cuisine. Discuss typical foods and cooking methods throughout the various regions of the United States.
2 hrs	10.3b	“		List historical entrepreneurs who influenced foodservice in the United States.	Discuss how the popularity of chain restaurants has drastically increased over the last 10 to 20 years. S1, S2, S3 Have students work in small groups and use the Internet to research the chain’s development, what its biggest challenges have been, and what chains need to do to remain successful in the future. Have students present their research to the class. Have students choose from some of the most well-known chain restaurants including McDonald’s, Wendy’s, Hardee’s, Burger King, and Taco Bell.
				Competency 4: Investigate the future of food service. (DOK 2) 2PS12	
1hr	10.4a	FMRCA Year 2 Pg. 570-614	What are new trends in food service this year that were not being used last year?	List current trends in society, and explain how they influence the foodservice industry.	Class discussion about current trends in society as related to the food service industry.
2 hrs	10.4b	“	What are the different segments of the food service industry?	Categorize and differentiate among the segments of the foodservice industry.	Class will research the different segments of the food service industry.
2 hrs	10.4c	“	How is the current and future economy going to impact the food service industry in our area?	Investigate and draw conclusions on the impact of future economic, technological, and social changes in the foodservice industry.	The class will discuss the future of foodservice and how technology, the economy and social changes could effect the industry.

				Competency 5: Analyze the tourism and travel industry, and determine how the industry will change over time. (DOK 4) 2PS11, 2PS12	
2 hrs	10.5a	FRMCA Yr. I pg. 6-33	How does tourism and the hospitality industry work together?	Explain the role of tourism in the hospitality industry.	The class will discuss how tourism and the hospitality industry work together.
1hr	10.5b	FRMCA Yr. I 34-53	What types of businesses make up the tourism industry?	Categorize the types of businesses that make up the tourism industry.	Research the types of businesses that make up the tourism industry.
1hr	10.5c	“	Why do people travel?	List and discuss why people travel.	Students will discuss why people travel and types of travel.
1hr	10.5d	“	How do people travel? What modes of transportation are used?	List the different types of transportation and the advantages and disadvantages of each	The class will discuss the types of transportation. Students will explore the advantages and disadvantages of each.
1hr	10.5e	“	What types of job opportunities exist in the lodging and transportation industry?	Identify career opportunities offered by the travel and tourism industry.	Students will research career opportunities in the travel and tourism industry.
1hr	10.5f	“	What skills do people need to be successful in the customer service industry?	List and describe required customer service skills in the travel industry.	Students will lists skills required in the travel industry.
				Competency 6: Analyze the lodging industry. (DOK 2) 2PS3, 2PS11	
1hr	10.6a	“	What types of lodging to people use when traveling?	Explain the role of lodging in the hospitality industry	Explain the role of lodging in the hospitality industry is to provide temporary housing for travelers. Provide a brief history of lodging in the United States from the mid 1600s to present day.
1hr	10.6b	“	What job are available in the lodging industry	Identify career opportunities offered by the travel and tourism industry.	Discuss and identify the types of careers found in the lodging industry. Identify the administrative departments as general management, accounting and financial management, human resources, and marketing and sales. The service departments are front office, housekeeping, engineering and facility maintenance, security, and food and beverage. Describe the types of jobs performed in each department.

1hr	10.6c	“	What are some examples of reasons people travel for business?	Describe the differences between leisure and business travelers.	Identify and discuss the two types of travelers, leisure and business. Explain the differences in accommodations that each type of traveler expects. Identify various well-known hotel chains, and indicate the type of traveler who would frequent each chain.
2 hrs	10.6d	“		List the characteristics of lodging operations.	Discuss the characteristics of lodging operations. Describe the different types of hotels and their services to include luxury, bed and breakfast, resorts, economy, mid-scale, casino, and convention. Identify national organizations that rate lodging establishments, and discuss the criteria used to determine the rating.
2 hrs	10.6e	“		Describe the use of forecasting and overbooking in reservations management.	Discuss the use of forecasting for management in a lodging operation. Include a discussion about property management systems (PMS), and explain its purpose. Discuss confirmed and guaranteed reservations. Define no-shows, overbook, and under-stays. Have students orally define the term forecasting and then compare the meaning in the restaurant and the hotel industries. Students should also write a short paper on the importance of overbooking reservations and how it is included in forecasting
30 hrs	Unit 11			Potatoes and Grains	
3 Weeks		FRMCA Yr. I Pg Pgs 674-711		Competency 1: Select and store potatoes, grains, legumes, and pasta. (DOK 2) ^{2PS2, SS2, SS3, SS7, SS8}	
3hrs	11.1a	“	What are the methods of selecting, receiving, and storing potatoes and grains?	Outline methods to select, receive, and store potatoes and grains.	
3hrs	11.1b	“	What are the different types of wheat?	Distinguish between different types of wheat.	Discuss the various types of grains and starches. Discuss how some popular grains are used. Discuss other types of flour and grains that are becoming more commonly used today, such as oat bran, bran, rice, and so forth.

		“		Competency 2: Create, prepare, and critique classic potato recipes. (DOK 3) 2PS2, SS6, SS7, SS8	
3hrs	11.2a	“	What are the most often used varieties of potatoes?	Identify and describe various types of potatoes	Discuss the various types of potatoes and their characteristics. Discuss how to properly store potatoes. Bring to class different types of potatoes. Have students identify them and note their similarities and differences.
3.25hrs	11.2b	“		Using a variety of recipes and cooking techniques, prepare potatoes.	
		“		Competency 3: Create, prepare, and critique legumes and grain foods. (DOK 3) 2PS2, SS6, SS7, SS8	
3hrs	11.3a	“	List different types of grains.	Identify and describe the different types of grains and legumes	Discuss the various types of legumes. If possible, obtain as many different varieties of legumes as are locally available. Ask students which types of dried legumes they have eaten and which varieties they may not have seen before but would like to try. Use their answers to determine which recipes to prepare in this unit. Discuss how to store legumes. Discuss legume safety to include shelf life and what to discard when washing.
3.25hrs	11.3b	“	Identify types of legumes and how to cook them.	Using a variety of recipes and cooking techniques, prepare grains and legumes	
				Competency 4: Create and evaluate pasta and dumplings. (DOK 4) 2PS2, SS6, SS7, SS8	

3.25hrs	11.4a	“	What are the main ingredients in pasta dough?	Identify and describe various types of pasta and dumplings.	Discuss the types of dried pasta and noodles. If possible, obtain as many different types of dried pasta as possible to show in class. Ask students which shapes they are most familiar with and which varieties they may not have seen before. Ask students to suggest some creative ways to use some of the different shapes. Discuss with students how to properly store pasta to include dry storage guidelines and FIFO.
3.25hrs End of 1st 9 Weeks	11.4b	“	How are dumplings made?	Using a variety of recipes and cooking techniques, prepare pasta and dumplings.	
30 hrs	Unit 12	FMRCA Yr. I		Customer Communication and Service	
3 Weeks		Chapter 10 Ps 614-617		Competency 1: Demonstrate various types of high-quality service in the foodservice industry. (DOK 2) ^{2PS4}	
2 hrs	12.1a	“	What are the 4 types of service?	Demonstrate the similarities and differences among American, French, English, Russian, and self-service styles.	Discuss the specific traits of the American, French, English, Russian and self-service styles.
3hrs	12.1b	“	What tools are used to carve meat at the table?	Describe and demonstrate table side preparations such as carving meats and slicing desserts.	
2 hrs	12.1c	“	How can a properly set up server station help a server?	Describe traditional service staff, and list the duties and responsibilities of each.	

1hr	12.1d	FRMCA Yr. I Chapter 10 pg. 652-673	What tools and items need to be stored at the server station?	Identify various server tools and the correct way to stock a service station.	Have students identify server tools by displaying a tool and identifying the name of the tool. The first student to identify the tool gets one point. After students have read the textbook, have the class divide into teams and draw a chart of a service station. Have the team label what goes in the service station. Have the teams discuss why each item is placed where it is. The best team will direct the other classmates when stocking the service station.
2 hrs	12.1e	“	What is up selling? How can descriptions of menu items help to sell food?	Dramatize ways of describing and recommending menu items to guests.	Divide the students into teams of three or four. One student will be the server and will demonstrate suggestive selling to the customer teammates as the class critiques the demonstration. Have the class make suggestions of ways to correct weaknesses and applaud for those who do well.
2 hrs	12.1f	“	How should a server handle a complaint from a customer?	Dramatize ways of effectively resolving customer complaints.	Discuss the importance of positive customer communications. Explain the negative impact that a restaurant can suffer if customers are not handled in a positive manner. Explain the “Rule of 10.” Provide specific examples of situations where positive customer communication is important, and discuss ways to correctly handle these situations.
2 hrs	12.1g	“	What is a cover?	Demonstrate setting and clearing items properly	After viewing a demonstration or video on table setting, have the students set several different types of covers. Discuss and demonstrate how to serve customers and remove soiled dishes correctly. Have the students demonstrate how to serve customers and remove soiled dishes correctly.
				Competency 2: Demonstrate personal dining etiquette. (DOK 1)	
2 hrs	12.2a	“	What are the basic dining utensils used in American service?	Identify the various types of dining utensils and their proper use.	Students will view dining utensils and practice identifying each. Lead a discussion on dining utensils. Ask students to identify the different types of dishes and flatware used in the area restraints. Discuss each of the various types of dining utensils, identify it, and describe its purpose.
				Competency 3: Demonstrate positive customer communications. (DOK 2) ^{2PS12}	

1hr	12.3a	FMRCA Yr. 1 Chapter 7 Pg 424-442		List ways to respond to and resolve customer complaints.	Write customer problem scenarios on a slip of paper. Call students at random from the class to pull a scenario and correctly demonstrate how an employee should handle the problem.
1hr	12.3b	“	Who is responsible for written correspondence from the restaurant to a customer?	List and demonstrate effective writing skills.	Have students write a short paper on the results of good communication. The paper should include the following aspects of good communication: workers who have good attitude and communication that has low turnover, eliminates misunderstandings, and reduces stress in the workplace
1hr	12.3c	“	How should an employee answer the phone at a business?	Model proper and courteous telephone skills through demonstrations.	Discuss the importance of communicating effectively on the telephone. Cover basic telephone skills, such as putting customers on hold and resolving complaints on the phone. Provide examples of good telephone communication skills and poor telephone communication skills
1hr	12.3d	“	Who is responsible for making decisions during a crisis?	State guidelines for communicating effectively during and after a crisis.	Discuss the importance of communications during and after a crisis. Define crisis to be any situation that threatens to have a negative effect on the business. Provide examples of crisis situations. Discuss the steps to handling a crisis situation to include listening to the customer, discussing the facts, never pressuring the customer, offering help immediately and carefully, limiting what one says, following up, and informing the customer of the outcome. Discuss ways to deal with the media in a crisis
2 hrs	12.3e	“	How can you make sure you are listening and speaking effectively?	Demonstrate effective listening and speaking skills	Discuss the importance of listening and speaking correctly when communicating in business.
1hr	12.3f	“	How can good customer service help attract and keep customers?	List and discuss examples of innovative ways to attract and keep customers.	Discuss innovative ways to attract and keep customers. Explain the importance of constantly finding ways to do this. Discuss promotional campaigns and how they are used to build and maintain business. Identify the strategies and methods used in a promotional campaign

2 hrs	12.3g	“	What is suggestive selling?	Demonstrate suggestive selling techniques.	Discuss suggestive selling techniques as an inexpensive way to promote products and services. Provide examples of suggestive selling techniques in a restaurant. Have students demonstrate suggestive selling techniques when faced with menu shortages, requests for information, or other customer needs, and as a class/group, give positive feedback on things that need changing and things that were done well.
35 hrs	Unit 13			Desserts and Baked Goods	
4 Weeks		FRMCA Yr. 2 Chapter 8		Competency 1: Create, prepare, and evaluate breads. (DOK 3) ^{2PS5, SS6, SS7, SS8}	
8hrs	13.1a	Pg. 500-513	What are the staple ingredients used in baking?	Describe the function of common ingredients in baking.	Discuss and identify the function of common ingredients in baking. Include flour, sugar, salt, yeast, eggs, and so forth in the list. Create a Blackboard discussion forum to continue class discussion.
8hrs	13.1b	Pg. 514-32	What is the difference in yeast bread and quick breads?	Identify and prepare yeast breads and quick breads	Discuss and identify yeast breads and terms associated with the preparation of yeast breads. Discuss and identify quick breads and terms associated with the preparation of quick breads.
				Competency 2: Create, prepare, and evaluate baked goods. (DOK 3) ^{2PS5, SS6, SS7, SS8}	
9hrs End of 2nd 9 Weeks	13.2a	Pg. 533-569	What are the different types of cakes, cookies, pies?	Discuss and prepare cakes, cookies, pies, and other desserts.	Discuss and demonstrate the preparation techniques used in preparing cakes, cookies, pies, and other desserts. Identify terms associated with the preparation of dessert items. Have students develop a list of common ingredients and terms used in the preparation of desserts and provide a definition of each to include the function.
45 hrs	Unit 14			Culinary Business Concepts	
5 Weeks		FMRC A Yr. 2 Chapter 7		Competency 1: Apply marketing principles to foodservice. (DOK 3) ^{2PS6}	

1hr	14.1a	Pg.. 430-431	What is marketing?	Define marketing	Define and discuss marketing as it relates to the foodservice industry. Review the definition of service, and define marketing as the plan of how to find the right customers and sell them your product or service. Define the market as your customers. Provide examples of marketing that has occurred in the school setting.
1hr	14.1b	433-436	What are the different types of marketing segments?	Describe market segmentation.	Discuss and define market segmentation as the identification of small groups of people with similarities. To segment the market is to identify specific information about the customers. This information provides you greater detail of their wants and needs. The detailed information is known as demographics.
1hr	14.1c	Pg 447-467	What is a sales promotion?	Differentiate between a restaurant promotion and public relations.	Discuss the difference between a restaurant promotion and public relations. Identify public relations campaigns from current events. Discuss negative and positive public relations.
				Competency 2: Develop a menu. (DOK 4) ^{2PS6}	
4hrs	14.2a	Pg.. 468-499	Describe the different types of menu.	Define á la carte, table d'hôte, California menu, du jour, and cycle menus.	Define, differentiate, and discuss á la carte, table d'hôte, California, du jour, and cycle menus. Either locate paper carry out examples from restaurants, or write examples of á la carte, table d'hôte, California, du jour, and cycle menus.
4hrs	14.2b	Pg.. 468-499	What is the typical format for a menu.	Organize the information on a menu.	Using desktop publishing software, assign partners, and have each team design a menu for a café or a catering menu to be used as a sales technique and shown to customers.
4hrs	14.2c	Pg.. 468-499		Write and create the layout of a menu.	Divide students into teams, and have them create and present a rap, song, poem, or skit about the different types of menus.
		FMRCA Year 2 Chapter 5		Competency 3: Examine the purchasing process. (DOK 1) ^{2PS7}	

1hr	14.3a	pg.. 282-285	What are the different sources for food and restaurant products?	Explain the relationship between primary and intermediary sources and retailer.	Explain the process of purchasing in foodservice. Discuss the main people involved in the purchasing relationship from the field/ranch to the restaurant. Discuss differences in the buyers' roles depending on the size and type of foodservice operation. Discuss the main differences between formal and informal purchasing methods.
1hr	14.3b	Pg.. 285	What is formal purchasing? What is informal purchasing?	Explain the difference between formal and informal purchasing processes	Have students name several different food items and develop their understanding of distribution by charting the path of these items as they move from the field/ranch to a restaurant.
				Competency 4: Develop standard ordering procedures. (DOK 2) ^{2PS7}	
2 hrs	14.4a	Pg. 306-324	What are specifications?	Develop a specification list for items based on inventory information.	Discuss the importance of specifications in buying goods and services. Discuss why fresh produce has become an important feature on many restaurant menus over the past 20 years.
2 hrs	14.4b	Pg. 306-324	Why should purchase orders be written or typed?	Write purchase orders for items to be purchased.	Bring in a sample purchase order. Have students write a purchase order for three of the items on their specification sheets, using imaginary names for "suppliers"
		Pg..325-343		Competency 5: Explain and defend the decisions to be made when purchasing. (DOK 3) ^{2PS7, PRA1, PRA5}	
1hr	14.5a	Pg..325-343	What production record is used to help with purchasing?	Explain how production records influence purchasing decisions	Bring in a sample purchase order. Have students write a purchase order for three of the items on their specification sheets, using imaginary names for "suppliers"
1hr	14.5b	Pg..325-343	How is selection of a reputable supplier crucial to the success of a business?	List the criteria for selecting appropriate suppliers.	Discuss with students how to evaluate suppliers on the basis of three main factors: product quality, supplier services, and price. Discuss the various services that a supplier might offer a foodservice buyer.
		Pg..325-343		Competency 6: Explain the procedures for receiving, storing, and issuing foods and supplies. (DOK 3) ^{2PS7, SS4, SS5, SS6, SS7, SS10}	

1hr	14.6a	Pg..325-343	Why is receiving one of the most important steps in the purchasing process?	List proper receiving procedures.	Review proper receiving procedures, and discuss why proper receiving and storage procedures are vital to a business's success. Have students write a short paragraph to identify signs of spoilage for a variety of fresh, frozen, canned, and processed foods. Have students explain what they should do if the delivery is different from the invoice.
2 hrs	14.6b	Pg..325-343	What is the proper storage procedure for refrigerated meats?	Discuss the proper storage procedures for foods and beverages.	Review and discuss the importance of various storage techniques and the concept of humidity and its importance in preserving fresh foods.
2 hrs	14.6c	Pg..325-343	What is the difference in periodic inventory and perpetual inventory?	Differentiate between the periodic order and perpetual inventory methods.	Discuss the importance of keeping accurate inventory records. Discuss and provide examples of the two main types of inventory record keeping, periodic order method, and perpetual inventory method. Discuss how par stock figures can be used when placing a weekly order. ^{CS2, S1, S2, S3} · Provide examples, and have students work through several par stock calculations. Have students identify two things that can change a par stock figure.
		FMRCA Yr. 1 Chapter 3		Competency 7: Summarize accounting procedures in foodservice. (DOK 2) ^{2PS9, MT1}	
3hrs	14.7a	Pg.. 146-162	Why are accounting records so vital to the success of a restaurant ?	Explain the purpose of accounting records	Use the Internet or textbook to define terms related to this unit Explain that accounting records are a reflection of how well a business is doing. While many restaurants and foodservice establishments hire accountants to keep up with the dollars, it is still important for a prospective manager to understand the basics of accounting and know if the business is profitable or not. This type of information drives many business decisions. Explain that many businesses are using computers with financial and accounting software to manage the financial aspects of the business. Provide examples of computerized records.

4hrs	14.7b	“		Define basic accounting transactions and terms.	· Define and discuss what transactions are. Introduce the mechanics of recording transactions. Explain T-accounts and double-entry accounting. Draw T-accounts on the board, and provide examples of how to record transactions. Using a worksheet, have students practice making entries into T-accounts.
		“		Competency 8: Critique income statements. (DOK 2)	
2 hrs	14.8a	“	What information is found on an income statement?	Identify information and terms found on income statements	Discuss income statements and how valuable they are to businesses. Explain that an income statement indicates revenue and expenses for a month, quarter, or year. The information on an income statement can be compared to other statements to show how well a business is doing and can indicate if a business is meeting goals. Income statements are also known as profit and loss statements. Information found on the income statement includes net income, profit, loss, contributory income, and contributory income percent. Discuss, define, and provide examples of each of these topics. Provide an example of an income statement for the students to review. Explain how to use the information on the income statement to make good business decisions.
2 hrs	14.8b	“	How is the information used from an income statement?	Explain how to use the information on income statements in the decision-making process	Explain how to use the information on the income statement to make good business decisions.
				Competency 9: Critique balance sheets. (DOK 2)	

3hrs	14.9a	“	What is a balance sheet?	Identify information and terms found on balance sheets.	Discuss balance sheets and how valuable they are to businesses. Explain that a balance sheet is the report that details information about assets, liabilities, and owner equity. Define each of these terms, and explain the balance sheet equation. Provide an example of a balance sheet for a restaurant as an example in the discussion
3hrs	14.9b	“	What decisions are made using information from a balance sheet?	Explain how to use the information on a balance sheet in the decision-making process.	Explain how to use the information on the balance sheet to make good business decisions.
25 hrs	Unit 15	FRMCA Yr. 2 Chapter 6		Meat, Poultry, and Seafood	
3 Weeks				Competency 1: Create, prepare, and evaluate a quality meat product. (DOK 3)	
2 hrs	15.1a	348-378	What is meat?	Describe various kinds of meat.	Lead a class discussion about meats. Identify the various kinds of meat to include beef, veal, lamb, mutton, and pork. Explain that although meat is one of the most expensive menu items, the consumption of meat is rising. It is also one of the most profitable menu items.
2 hrs	15.1b	“	What are the different grades of meat?	Outline the federal grading systems for meat.	Discuss the importance of the inspection of meats for consumption, and identify the USDA's role in meat inspection and grading. Define quality grades and yield grades. Refer to the USDA Institutional Meat Purchasing Specifications (IMPS) that describes the different cuts of meat used in foodservice. Illustrate how this tool can be used when purchasing meat.
2 hrs	15.1c	“	What cooking methods are used when preparing whole or large pieces of meat?	Match various cooking methods with various forms of meat.	Discuss cooking methods for different cuts of meat to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking meats with fats and oils and how to determine doneness.

3hrs	15.1d	“	At what temperature should fresh meat be stored?	Demonstrate proper procedure for purchasing, storing, and preparing meat.	Review ServSafe guidelines regarding how to check for freshness of meats, as well as guidelines for storing and preparing meats.
				Competency 2: Prepare and evaluate a quality poultry product. (DOK 3) 2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8	
2 hrs	15.2a	pg..379-394	What is poultry?	Describe various kinds of poultry.	Lead a class discussion about poultry. Identify the different types of poultry to include chicken, duck, goose, guinea, squab, and turkey.
1hr	15.2b	“	What are the grades for poultry?	Outline the federal grading systems for poultry.	Explain and discuss the grading of poultry. Discuss the importance of the inspection of poultry, and identify the three USDA quality grades for poultry. Discuss the factors that determine grades of poultry
2 hrs	15.2c	“	What is the best cooking method for whole chicken?	Match various cooking methods with various forms of poultry.	Discuss cooking methods for different kinds of poultry to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking poultry with fats and oils and how to determine doneness.
3hrs	15.2d	“	Where is poultry stored in the refrigerator in relation to other meats?	Demonstrate proper procedures for purchasing, storing, and preparing poultry.	Review ServSafe guidelines regarding how to check for freshness of poultry, as well as guidelines for storing and preparing poultry
				Competency 3: Create, prepare, and evaluate a quality fish/seafood product. (DOK 4) 2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8	

2 hrs	15.3a	Pg. 395-414	What is seafood?	Describe various kinds of fish/seafood	Lead a class discussion about fish/seafood. Identify the different types of fish/seafood to include finfish and shellfish. Identify the subcategories of fish to include flat and round finfish and shellfish. Shellfish are either mollusks or crustaceans. Mollusks include clams, oysters, and mussels. Examples of crustaceans are lobster and shrimp.
1hr	15.3b	“	What is the grading system for fish and seafood? I seafood and fish inspection required?	Outline the federal grading systems for fish/seafood.	Explain that inspection of fish and shellfish is not required by the federal government but is available from the United States Department of Commerce. Identify the Packed Under Federal Inspection (PUFI) stamp, and discuss what it means.
3hrs	15.3c	“	What are the different forms that fish can be purchased?	Demonstrate proper procedures for purchasing, storing, and preparing fish/seafood.	Review ServSafe guidelines regarding how to check for freshness of fish and shellfish, as well as guidelines for storing and preparing fish.
2 hrs End 3rd 9 Weeks	15.3d	“	What is the proper way to cook fish in an oven?	Match various cooking methods with various forms of fish/seafood.	Discuss cooking methods for different kinds of fish/seafood to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking fish/seafood with fats and oils and how to determine doneness.
30 hrs	Unit 16	FRMCA Yr. 1 Chapter 6		Stocks, Sauces and Soups	
3 Weeks				Competency 1: Create, prepare, and evaluate stocks. (DOK 3)	
1hr	16.1a	Pg. 366-381	What are the main parts of a stock?	Identify the four essential parts of stock and the proper ingredients for each.	Use the Internet or textbook to define terms related to this unit.
1hr	16.1b	Pg. 366-381	What are the different types of Stock?	List and explain the various types of stock and their ingredients	Discuss and identify the different types of stocks. Discuss and list the four essential parts that make up a stock

3hrs	16.1c	Pg. 366-381	How are bones prepared for brown stock? White Stock?	Demonstrate methods for preparing bones for stock.	Discuss and demonstrate the procedure for blanching, sweating, and browning bones for stock and how these techniques release the flavor into the stock. Discuss and identify the qualities a good stock must have, and assess the quality of the stocks made in class.
1hr	16.1d	Pg. 366-381	How should stock be cooled?	List the ways to cool stock properly.	Discuss and demonstrate how to properly cool and degrease stock.
3hrs	16.1e	Pg. 366-381		Prepare the ingredients for stock, and cook several kinds of stock.	Divide the students into teams, and have them prepare the four essential parts of a stock.
				Competency 2: Create, prepare, and evaluate soups. (DOK 3)	
1hr	16.2a	Pg.. 393-409	What are the main types of soup?	Identify various types of soups, and give examples.	Discuss and identify the two basic kinds of soups, clear and thick. Ask students if they know how these soups are made. Ask students to discuss the advantages and disadvantages of making soups from scratch.
2 hrs	16.2b	Pg.. 393-409	How do cream soups and clear soups differ?	Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.	Discuss and demonstrate the procedures for making clear soups, bisques, chowders, and specialty soups.
4hrs	16.2c	Pg.. 393-409		Prepare several kinds of soups.	Discuss and demonstrate the techniques for making thick soups. Discuss and demonstrate cooling and finishing techniques for soups. Divide students into teams, and assign each team a type of soup to prepare.
				Competency 3: Create, prepare, and evaluate sauces. (DOK 3)	

2 hrs	16.3a	Pg. 382-392	List the 5 Mother Sauces?	Identify the grand sauces, and describe other sauces made from them.	Discuss and identify the purpose of sauces. Ask students to discuss why sauces are important. Discuss, identify, and demonstrate the five grand or mother sauces: béchamel, velouté, brown or espagnole, tomato, and hollandaise. Ask students if they have ever heard of any of the five grand sauces. Ask students to identify some of the dishes they have had that included one of the five grand sauces. Ask students why they think they are called grand sauces.
2 hrs	16.3b	Pg. 382-392	Identify the ingredients for different types of sauces	List the proper ingredients for sauces.	Discuss, identify, and demonstrate various types of thickeners. Ask students to discuss sauces they have had and what kinds of thickeners were used for those sauces. Ask students why thickeners are important when preparing sauces
3hrs	16.3c	Pg. 382-392		Prepare several kinds of sauces	Discuss, identify, and demonstrate the finishing techniques for sauces. Divide students into teams, and assign each team a type of soup to prepare.
2 hrs	16.3d	Pg. 382-392	What criteria is used to consider when selecting a sauce for a particular food?	Match sauces to appropriate foods.	Discuss and demonstrate the proper ways to pair sauces with meals. Ask students why it is important to pair the correct sauce with a menu item.
3 Weeks	CPAS REVIEW	Review of Curriculum Units 9 through 16	CPAS Review What you need to know for CPAS.	Review all unit information, study guides, tests, keynotes, etc. As needed.	Assess student knowledge of units by giving practice tests from each unit. Review subject matter as needed.
2 Weeks	Food Prep Cleaning Kitchen	Food Prep Labs Cleaning Kitchen	What do you know?	Students will prepare preplanned meals to show knowledge of preparation techniques, use of equipment, cleaning and sanitizing techniques. Students will clean the kitchen for summer close out.	Guide students in food preparation to assess knowledge retained of preparation techniques, use of equipment, cleaning and sanitizing rules and strategies. Guide students in preparing the kitchen for close out for the summer.