

# Career & Technology

## Introduction to Culinary Arts

Unit Name		DEVELOPING PROFESSIONALISM				1 <sup>st</sup> & 2 <sup>nd</sup> WEEKS OF FIRST 6 Weeks	
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links		
Math  English IV 110.45 b1A,C,D,E,F b-2C,D,F.H b-3 A,B,C,D, Science   Social Studies 22C 23B 20D	<b><u>§130.226. Culinary Arts</u></b>  (1)A,B,C,D;(6)A,B,C,D,E *EXPLAIN THE IMPORTANCE OF PROF IN THE WORKPLACE * DEFINE A CHEF'S REPONISBILITY	PROFESSIONALISM OCCUPATION WORK ETHIC CULINARY JOB COACH SUPERVISOR EMPLOYEE PROFESSIONAL ATTIRE	<ul style="list-style-type: none"> <li>WHAT ARE PROFESSIONS IN CULINARY</li> <li>HOW DO EMPLOYEES MAKE GOOD SERVICE POSSIBLE</li> <li>WHAT IS THE APPROPRIATE DRESS FOR A JOB IN CULINARY</li> <li>EXPAIN THE VARIOS POSITIONS FOR SOME ONE IN THE INDUSTRY</li> <li>DESCRIBE A GOOD EMPLOYEE</li> <li>WHAT DO YOU LOOK FOR IN A CULINARY PERSONEL?</li> </ul>	NO DEMO Beginning of school paper work and scheduling	<u>Culinary Essentials</u> p. 16-31 <u>Becoming a Foodservice Professional</u> p. 1-46 <u>Professional Cooking 6<sup>th</sup></u> P. 9-13		
Math M.1 A M.5 A,B,C, English IV 110.45 b1A,C,D,E,F b-2C,D.F.H b-3 A,B,C,D, Science   Social Studies 22C 23B 20D	<b><u>§130.226. Culinary Arts</u></b>  (5) A,B ;(6) A,B *Identify 4 customer expectations *define the term "customer experience" *Discuss the impact and importance of dissatisfied and regular customers.	CALCULATE ACTIVE LISTEING DISTRACTIONS WORK ETHICS FLEXIBILITY LEDERSHIP PRIORITIZEJOB INTERVIEW RESUME JOB LEAD NETWORKING TRADE PUBLICATIONS CUSTOMER SATISFACTION	<ul style="list-style-type: none"> <li>WHAT MAKES GOOD WORK ETHIICS</li> <li>WHAT ARE SOME LEADERSHIP SKILLS NEEDED IN THE FOOD SERVICE INDUSTRY.</li> <li>EXPLAIN GOOD EMPLOYBILITY SKILLS IN THE INDUSTRY</li> <li>WHEN YOU ANALYZE THE EMPLOYMENT OUT LOOK WHAT ARE THE CHANGES NOTED OVER THE PAST TEN YEARS. PREDICT WHAT THE NEXT TEN YEARS WILL ALLOW.</li> </ul>	<b>Developing Professionalism Customer Service</b> Video clips from <u>Cuisine at Home 45,49,57</u>	<u>Culinary Essentials</u> p. 38-57& 66-83 <u>Becoming a Foodservice Professional</u> p. 55-71 <u>Professional Cooking 6<sup>th</sup></u> P. 57-5,132-140, <u>Video:</u> Handling Complaints		

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Unit :KNIFE SKILLS/FOOD SAFETY			First 6 Weeks 3 <sup>RD</sup> & 4 <sup>TH</sup> week.		
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
Math 111.36 B2 M.1 A M.5 A,B,C English IV 110.45 B.4 A,B,C,F,H,  Science  Social Studies 22C 23B 20D	<b><u>§130.226. Culinary Arts</u></b>  (3) A,B;(4)A,B,E,F *demonstrate knowledge of basic mise en place principles *identify the task associated with basic mi en place *identify different types of knives and their care *identify basic knife cuts and demonstrate	<b>KNIFE SKILLS</b> <b>MISE EN PLACE</b> <b>EQUIPMENT</b> <b>TANG</b> <b>BOLSTER</b> <b>RIVETS</b> <b>CHIFONADE</b> <b>RONDELLE</b> <b>OBLIQUE</b> <b>ROLL CUT</b> <b>JULIENNE</b> <b>BATONNET</b> <b>BRUNOISE</b> <b>WHETSTONE</b> <b>TRUEING</b>	<ul style="list-style-type: none"> <li>IDENTIFY PARTS OF KNIVES</li> <li>DESCRIBE BASIC CUTTING TECHNIQUES USING KNIVES</li> <li>HOW DO YOU PERFORM BASIC CUTTING TECHNIQUES</li> <li>LIST IMPORTANT KNIFE SAFETY AND SANITATION GUIDELINES</li> <li>EXPLAIN HOW TO PROPERLY STORE KNIVES</li> </ul>	<b>Knife Skills:</b> Sharpening Maintenance Storage  Cut & Weigh MIREPOIX  Make French Fries Knife Skills Tomato, onion, garlic, potato, pepper, lime),	<a href="#">Culinary Essentials</a> p. 231-139 & 408-413 <a href="#">Professional Cooking</a> 6 <sup>th</sup> P. 126-146,151, <a href="#">Becoming a Foodservice Professional</a> p.;192-195;227-229  <b>Knife Skills- Mise en Place</b> Video; Knife Skills Identify knives and uses <b>Equipment Identification and Operation II</b>
Math 111.36 M.1 A M.5 A,B,C, English IV 110.45 B 7 A, B, C, D, E Science 112.34 C 4C,5 A,,B,C Social Studies 22C 23B 20D	<b><u>§130.226. Culinary Arts</u></b>  (2)A B,C,E *identify benefits of serving safe food *explain the different types of contamination*identify how foods become unsafe *Demo proper hand washing practices	SANITATION CONTAMINATED DIRECT CONTAMINATION TOXINS VIRUS BACTERIA SPORES PARASITES FUNGI FLOW OF FOOD	<ul style="list-style-type: none"> <li>IDENTIFY WORK PLACE GUIDELINES</li> <li>EXPLAIN VARIOUS FIR SAFETY MEASURES</li> <li>DESCRIBE FIRD AID MEASURES FOR BURNS, WOUNDS, AND CHOKING</li> <li>EXPLAIN CARDIOPULMONARY RESUSCITATION</li> <li>DESCRIBE AND EXPLAIN SURCES OF DIRECT CONTAMINATION AND CROSS CONTAMINATION</li> <li>WHEN DO YOU ENCOUNTER BILOGICAL, CHEMICAL, AND PHYSICAL HAZARDS IN THE FOOD INDUSTRY.</li> <li>WHAT IS THE PROCEDURE FOR RESPONDING TO AN OUTBREAK OF FOODBORNE ILLNESS</li> </ul>	Demonstrate omelets Skills. Use egg cookery knowledge Use safety in the kitchen	<b><u>SERVE SAFE FOOD HANDLER</u></b> p.1-14 <a href="#">Culinary Essentials</a> p. 154-166 & 393 <a href="#">Becoming a Foodservice Professional</a> p.78-97 Video: <a href="#">Step 1 Starting Out</a> <a href="#">Step 2 Proper Hygiene</a>

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Unit Name SAFETY AND SANITATION		5 <sup>th</sup> & 6 <sup>th</sup> WEEKS OF 6 Weeks			
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
Math 111.36 M.1 A M.5 A,B,C, English IV 110.45 B 4 B, C, D, G, H, 8 F, G, H  Science 112.34 8B,C 11B,C,D,  Social Studies 22C 23B 20D	<b>§130.226. Culinary Arts</b> (2) A,B,C,E *identify different types of food borne illness, sources and symptoms *identify potentially hazardous foods * identify temp. danger zone * identify conditions that promote rapid bacterial growth	SALMONELLA PARALYTIC POISONING CROSS CONTAMINATION CAMPYLOBACTERIOSIS BACILLUS CEREUS GASTROENTERITIS STAPHYLOCOCCAL PARASITIC ILLNESS CYCLOSPORIASIS SCROMBROID	<ul style="list-style-type: none"> <li>WHAT FOODBORNE ILLNESS IS ASSOCIATED WITH SHELLFISH IN TROPICAL WATERS</li> <li>WHAT FBI IS ASSOCIATED WITH CONTAMINATED WATER AND POULTRY PRODUCTS</li> <li>HOW DO YOU GET AMNESIC SHELLFISH POISONING</li> <li>EXPLAIN THE PROCEDURES TOCONTROL TIME TEMP ABUSE.</li> <li>DEMONSTRATE THE PROPER HAND WASHING PROCEDURES</li> <li>HOW IS CROSS CONTAMINATION PREVENTED IN THE KITCHEN</li> </ul>	<b>Food Safety</b> I,II,III,IV,V, VI  Video : Serve Safe <u>CONTROLLING TIME AND TEMP</u>  <u>PREVENTION OF CROSS CONTAMINATION</u>	<u>SERVE SAFE FOOD HANDLER p P15-27</u> <u>UNIT 2 SECTION 5-101-13</u> <u>Culinary Essentials</u> <u>p. 154-166 &amp; 393</u>  <u>SERVE SAFE FOOD HANDLER p</u> <u>Culinary Essentials</u> <u>p. 176-188</u> <u>Becoming a Foodservice Professional</u> <u>_p. 110-113</u> <u>Professional Cooking 6<sup>th</sup></u> <u>P.18;33-34,56,26-27,786-789</u>
Math 111.36 English IV 110.45 B 4 B, C, D, G, H, 8 F, G, H B15 A,B,C,  Science 112.34 11B,6C 112.35C1B,C,A  Social Studies 22C 23B 20D	<b>§130.226. Culinary Arts</b> (2)B,C,(4) B *Prepare and serve food safely *maintain minimum standards and follow procedures correctly at each step in flow of food * identify the minimum safe temperatures in food prep and holding	CHEMICAL CONTAMINATION PHYSICAL CONTAMINATION BIOLOGICAL CONTAMINATION GASTROINTESTINAL ILLNESS LESION INFRCTIONS PATHOGEN HOST HEPATITIS	<ul style="list-style-type: none"> <li>WHAT FOODBORNE ILLNESS IS CAUSED BY CONTAMINATION?</li> <li>WHAT ARE SANITATION GUIDELINES THAT MUST BE POSTED IN FOOD ESTBLISHMENTS</li> <li>WHEN IS GLOVE USE REQUIRED IN FOOD PRODUCTION AND WHEN NOT.</li> <li>WHAT IS YOUR VIEW OF GLOVE USAGE</li> <li>EXPLAIN THE MANAGERS ROLE IN KEEPING FOOD SAFE.</li> </ul>	<b>Food Safety</b> VII, VIII, IX, X <u>CLEANING AND SANITATION</u>  <u>JOB SPECIFIC GUIDELINES</u>	<u>Culinary Essentials</u> <u>p. 140-147</u> <u>Becoming a Foodservice Professional</u> <u>_p. 333-339;133-146</u> <u>Professional Cooking 6<sup>th</sup></u> <u>P.36-37</u>

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Unit Name		WORK PLACE SAFETY /WEIGHT MEASURE/ STANDARD RECIPES			Second 6 Weeks 1st & 2 <sup>nd</sup> six weeks	
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links	
Math English IV 110.45 B 4 B, C, D, G, H, 8 F, G, H Science 112.35 C1A,B 3E,D Social Studies 22C 23B 20D	<b>§130.226. Culinary Arts</b> (6)A *define training in foodservice environment *identify at least three results of ineffective training * list elements of effective training program *list factors in selecting a trainer	FLOW OF FOOD IRRADIATED FOODS SOLID WASTE GENETICALLY ENGINEERED FOOD	<ul style="list-style-type: none"> <li>EXPLAIN THE PRO'S OR CON'S OF IRRADIATION OF FOOD.</li> <li>WHAT WAS THE IMPACT OF THE 1906 FOOD AND DRUG ACT? HOW DOES THIS AFFECT OUR LIVES TODAY?</li> <li>HOW DO SANITATION AND SAFETY INSPECTIONS IMPROVE FOOD QUALITY.</li> <li>DISCUSS HOW PH SCALE WILL AFFECT SANITATION</li> </ul>	Pasta lab Sanitation practices  <b>Work Place Safety</b> I, II, Video:	<a href="#">Culinary Essentials</a> p. 140-147 <a href="#">Becoming a Foodservice Professional</a> p. 333-339;133-146 <a href="#">Professional Cooking 6<sup>th</sup></a> P.36-37	
Math 111.36 M.1 A M.5 A,B,C, M.2 B English IV 110.45 B 3 A,B,,C B 8 B, H, B7 E, Science 112.35 4A,C,D 9B, Social Studies 22C 23B 20D	<b>§130.226. Culinary Arts</b> (3)C;(4)A.E.F *Describe advantages of measuring by weight *site common units of measure *compute recipe yield *Read and execute written recipe *identify importance, components and limitations of standardized recipes	RECIPE STANDARDIZED QUALITY CONTROL YEILD PORTION SIZE BAKING FORMULA BAKER'S PERCENTAGE SCALE EQUIVALENTS PERCENTAGES INGREDIENTS MASS VOLUME	<ul style="list-style-type: none"> <li>EXPLAIN THE ROLE AND IMPORTANCE OF STANDARDIZED RECIPES.</li> <li>CONTRAST FORMULAS AND RECIPES</li> <li>DISCUSS WHY AND WHEN YOU WILL USE EACH IN THE KITCHEN.</li> <li>DESCRIBE THE PARTS AND IMPORTANCE OF THE ELEMENTS IN A RECIPE.</li> <li>WHEN PREPARING A STANDARDIZED RECIPE, DOES THE CHEF NEED TO USE ANY PERSONAL JUDGMENT?</li> <li>IS A RECIPE PERFECT FOR ALL COOKS/</li> <li>WHAT ARE THE LIMITATIONS OF A STANDARDIZED RECIPE?</li> </ul>	<b>Weight and Measure Standard Recipes</b> CaH website  Measuring techniques Cowboy cookies	<a href="#">Culinary Essentials</a> p. 298-303;303-313 <a href="#">Becoming a Foodservice Professional</a> p.180-188; <a href="#">Professional Cooking 6<sup>th</sup></a> P. 56-57,96-107	

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Unit Name		FOOD SCIENCES/NUTRITION		Second 6 Weeks 3rd & 4 <sup>th</sup> six weeks.	
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
Math <b>111.32. Algebra</b>  English IV 110.45 B 7 B, D, C, B 8 B, A, G, F,  Science 112...34 9A,B,C,D  Social Studies	<b><u>§130.226. Culinary Arts</u></b> (9) F, G, H  *demonstrate knowledge of human digestive system *discuss simple and complex carbohydrates * discuss and compare forms of fiber * define lipid, fat and triglyceride and discuss how the are digested, absorbed and metabolized	<b>FOOD SCIENCE</b> <b>NUTRITION</b> Human Digestion Carbohydrates Fats LEGUMES AMINO ACIDS CHOLESTEROL SATURATED FATS MONOUNSATURATED FAT HYDROGENATION	<ul style="list-style-type: none"> <li>EXPLAIN THE SIX CATEGORIES FO NUTRIENTS AND PURPOSE OF EACH.</li> <li>DESCRIBE THE SOURCES AND FUNCTIONS FO EACH NUTRIENT,</li> <li>IDENTIFY MEALS THAT PROVIDE ALL THE NUTRIENTS.</li> <li>DISCUSS COOKING METHODS THAT ENHANCE THE NUTRIENT VALUE OF FOODS.</li> <li>DESCRIBE TYPE AND USE OF FOOD ADDITIVES</li> </ul>	<b>FOOD SCIENCE</b> <b>NUTRITION</b> Human Digestion Carbohydrates Fats  Mayo demo  Pasta cooking tech. Cold	<a href="#">Culinary Essentials</a> p. 254-275,551-558 <a href="#">Becoming a Foodservice Professional</a> _p. 256-264 <a href="#">Professional Cooking 6<sup>th</sup></a> P. 118--127
Math  English IV 110.45 B 9 D, B 4 B,C,D, B 7 A, B, C,  Science 112.34 9A,B,C,D 12C 112.36 11A,B., C,E  Social Studies22C 23B 20D	<b><u>§130.226. Culinary Arts</u></b>  * discuss the functions of proteins, their structure, where the occur and there role in a healthy diet *discuss how proteins are digested, absorbed and metabolized	<b>FOOD SCIENCE</b> <b>NUTRITION</b> Proteins Cuts of Beef <b>BEEF U</b> <b>CURING MEATS</b> <b>PROCESSING</b>	<ul style="list-style-type: none"> <li>ADDITIVE THAT HELP PRESERVE MEAT ARE ESSENTIAL IN WHICH TYPES?</li> <li>IDENTIFY PRIMAL AND FABRICATED CUTS OF MEAT AND DESCRIBE.</li> <li>IDENTIFY THE QUALITY CHARACTERISTICS FO MEAT.</li> <li>EXPLAIN THE TECHNIQUES USED TO PROCESS MEATS.</li> <li>DEMONSTRATE KNOWLEDGE OF APPROPRIATE STORAGE PROCEDURES OF MEAT. EXPLAIN THE IMPORTANCE AND DIFFERENCES.</li> </ul>	<b>FOOD SCIENCE</b> <b>NUTRITION</b> Proteins Cuts of Beef <b>BEEF U</b>	<a href="#">Culinary Essentials</a> p. 526-542 <a href="#">Becoming a Foodservice Professional</a> _p. 260-261 <a href="#">Professional Cooking 6<sup>th</sup></a> P. 121 BEEF U CURRICULM SET

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Unit Name		NUTRITION PROTEINS		Second 6 Weeks 5 <sup>th</sup> & 6 <sup>th</sup> six weeks	
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
Math English IV 110.45 B 9 D, B 4 B,C,D, B 7 A, B, C, Science 112.38 B6C,D  Social Studies 22C 23B 20D	<u><b>§130.226. Culinary Arts</b></u>  * discuss the functions of proteins, their structure, where they occur and their role in a healthy diet *discuss how proteins are digested, absorbed and metabolized * discuss the function of protein from poultry and plant sources.	SHRINKAGE MARBELING FAT CAP BARDING LARDING COLLAGEN ELASTIN PRIMAL CUTS FABRICATED CUTS	<ul style="list-style-type: none"> <li>• DESCRIBE THE NUTRITIONAL COMPOSITION OF MEAT.</li> <li>• DESCRIBE THE INTERNAL STRUCTURE OF MEAT.</li> <li>• DESCRIBE THE QUALITY GRADES OF MEAT</li> <li>• DESCRIBE THE PROCESS OF AGING MEAT.</li> <li>• EXPLAIN THE HISTORY BEHIND BUTCHERING MEAT.</li> <li>• HOW HAS THE INDUSTRY EVOLVED?</li> <li>• WHAT IS THE DIFFERENCE BETWEEN WET AND DRY AGING OF MEAT FOR THE FOODSERVICE INDUSTRY</li> <li>• WHAT TYPE OF RESTAURANT IS MOST LIKELY TO SERVE AGED MEAT/ WHY?</li> </ul>	<b>FOOD SCIENCE NUTRITION Proteins BEEF U</b>	<u>Culinary Essentials</u> p. 526-542 <u>Becoming a Foodservice Professional</u> p. 260-261 <u>Professional Cooking 6<sup>th</sup></u> P.121-127
Math English IV 110.45 B 9 D, B 4 B,C,D, B 7 A, B, C,  Science 112.38 B6 C,D, Social Studies	<u><b>§130.226. Culinary Arts</b></u>  * discuss the function of protein from poultry and plant sources	BASTE PRESURE FRY POULTRY DRY HEAT MOIST HEAT	<ul style="list-style-type: none"> <li>• WHY USE DRY COOKING TECHNIQUES WHEN PREPARING POULTRY?</li> <li>• WHAT A VARIOUS METHOD FO MOIST COOKING/</li> <li>• WHAT IS THE PROCEDURE FOR CARVING A ROASTED OR BAKED POULTRY?</li> </ul>	CHICKEN LAB QUESADILLA	<u>Culinary Essentials</u> p. 508-516 <u>Becoming a Foodservice Professional</u> p. <u>Professional Cooking 6<sup>th</sup></u> P.

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Unit Name		NUTRIENTS/ LABELING		Third 6 Weeks 1 <sup>st</sup> & 2 <sup>nd</sup> six weeks	
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
Math  English IV 110.45 B 7 B, D, C, B 8 B, A, G, F, Science 112.37 C4B,A,G Social Studies	<u><b>§130.226. Culinary Arts</b></u>  9) G,H *recognize and describe the function of common water or fat soluble vitamins *discuss role of vitamins and minerals in the diet *discuss role of water in the diet.	<b>FOOD SCIENCE</b> <b>NUTRITION II</b> VITAMINS MINERALS, WATER CONSUMM'E BISQUE CHOWDER SWEATING CLARIFY RAFT VICHYSOISE	<ul style="list-style-type: none"> <li>IDENTITY VARIOUS TYPES OF SOUPS</li> <li>DESCRIBE HOW TO PREPARE SOUPS</li> <li>DEMONSTRATE GARNISHES FOR SOUPS</li> <li>EXPLAIN HOW TO STORE AND REHEAT SOUPS TO PREVENT FOOD BORNE ILLNESS.</li> <li>DESCRIBE HOW TO MAKE SOUP USING COMMERCIAL BASES.</li> </ul>	Vegetable and stock production <b>FOOD SCIENCE</b> <b>NUTRITION II</b> VITAMINS MINERALS, WATER	<u>Culinary Essentials</u> p. 469-478 255-262 <u>Being a</u> <u>Foodservice</u> <u>Professional</u> p. <u>Professional Cooking</u> 6 <sup>th</sup>
Math  English IV 110.45 B 3 A,B,,C B 8 B, H, B7 E,  Science 112.36 C4,A,B,G  Social Studies	<u><b>§130.226. Culinary Arts</b></u>  11 A, C, *Demonstrate ability to read food labels * recognize the components of the Food Guide Pyramid and relate it to you meal planning	DIETARY VALUES NUTRIENTS DENSE GLYCOGEN DEHYDRATION VEGETARIANS LACTO VEGETARIANS LACTO OVO VEGETARIANS VEGANS PHYTO CHEMICALS	<ul style="list-style-type: none"> <li>EXPLAIN THE PURPOSE FO THE DIETARY GUIDELINES FOR AMERICAN,</li> <li>EXPLAIN WHY WE USE NUTRITIONAL LABELING,</li> <li>DESCRIBE THE FOOD GUIDE AND HOW IT HAS CHANGED OVER THE PAST 20 YEARS. DESCRIBE THE CHANGES AND THE PURPOSE FOR THEM.</li> <li>DESCRIBE HOW AGE, ACTIVITY LEVEL, LIFESTYLE, AND HEALTH INFLUENCE DIETARY NEEDS.</li> <li>APPLY KNOWLEDGE OF SPECIAL DIETARY NEEDS TO MENU PLANNING.</li> </ul>	<b>FOOD SCIENCE</b> <b>NUTRITION II</b> Food labels Food Guide Pyramid  Pastry and filling production	<u>Culinary Essentials</u> p. 263-270, <u>Being a</u> <u>Foodservice</u> <u>Professional</u> p. <u>Professional Cooking</u> 6 <sup>th</sup> P.

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Unit Name <b>PROTEIN COAGULATION/ EQUIPMENT</b>			Third 6 Weeks 3 <sup>rd</sup> & 4 <sup>th</sup>		
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
Math English IV 110.45 B 7 B, D, C, B 8 B, A, G, F,  Science  Social Studies	<b>§130.226. Culinary Arts</b> 28 C,D,E *Demonstrate ability to read food labels * recognize the components of the Food Guide Pyramid and relate it to you meal planning	MENU ENTRÉE FIXED MENU CYCLE MENU A' LA CARTE MENU SEMI-A' LA CARTE TABLE D' HOTE PRIX FIXE CONTINENTAL ACCOMPANIMENTS	<ul style="list-style-type: none"> <li>EXPLAIN THE ROLE OF A MENU</li> <li>DESCRIBE THE FACTORS THAT INFLUECE MENUS.</li> <li>DESCRIBE THE VARIOUS TYPES OF MENUS AND THE REASON THEY ARE USED.</li> </ul>	Egg cookery  Caramelization of sugar  Menu planning	<a href="#">Culinary Essentials</a> p. 279-297 <a href="#">Becoming a Foodservice Professional</a> _p. <a href="#">Professional Cooking</a> 6 <sup>th</sup> P.
Math English IV 110.45 B 3 A,B,,C B 8 B, H, B7 E,  Science 112.35 B 11A,D,E  Social Studies	<b>§130.226. Culinary Arts</b> (30 A,B,C *identify and name selected hand tools and functions *identify frequently-used small equipment and large equipment *demo basic rules for safe operation, cleaning and small wares.	REDIATION CONVECTION MICROWAVE STEAM TABLE BAIN MARIE PROOFING CABINET SMALLWARE HAND TOOLS PARISIENNE SCOOP COOKWARE HEAT TRANSFER CONDUCTION	<ul style="list-style-type: none"> <li>EXPLAIN NSG STANDARDS AS APPLIED TO COOKWARE.</li> <li>DETERMINE WHICH HAND TOOL FOR A TASK.</li> <li>SELECT BOOKWARE BASED ON ITS HEAT TRASFER RATING AND SPECIFIC USE</li> <li>WHAT ARE THE PROPER CLEANING AND SANITATION METHOD USED FOR SMALLWARE/</li> <li>IDENTIFY SMALL WARE AND ITS USAGE.</li> <li>IDENTIFY INDUSTRIAL EQUIPMENT AND PROPER USE OR MAINTAINCE.</li> <li></li> </ul>	Equipment Identification and Operation I Equipment Scavenger Hunt  <b>Beef Souvlaki and Tzatziki</b>  <b>Beef Souvlaki and Tzatziki</b>	<a href="#">Culinary Essentials</a> p. 212-222 <a href="#">Becoming a Foodservice Professional</a> _P219-251 <a href="#">Professional Cooking</a> 6 <sup>th</sup> P. 43-61

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Unit Name <b>Cold Platters/ Hors d'oeuvre /Appetizers / CAREERS</b>			Third 6 Weeks 5 <sup>th</sup> & 6 <sup>th</sup>		
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
Math English IV 110.45 B12, B, C, F, B15 A, B, C, E,  Science   Social Studies	<b>§130.226. Culinary Arts</b>  (2)B,C,(4) B *Prepare and serve food safely *maintain minimum standards and follow procedures correctly at each step in flow of food * identify the minimum safe temperatures in food prep	SINGLE FOOD HORS D'OEUVRE CANAPE' FINGER FOOD LINER CRUDITE' ANTIPASTO APPETIZER BROCHETTES RUMAKI	<ul style="list-style-type: none"> <li>EXPLAIN WHEN TO SERVE HORS D'OEUVRES AND APPETIZERS.</li> <li>LIST AND DESCRIBE TYPES OF BOTH.</li> <li>HOW DO YOU PREPARE PARTY FOODS USING ITEMS IN THE HOME/</li> <li>WHAT IS THE DIFFERENCE BETWEEN, RELISH, ANTIPASTO AND CRUDITE'?</li> <li>DESCRIBE DIFFERENT TYPES OF SERVICE AND ON WHICH OCCASION TO USE EACH.</li> </ul>	<p>Cold Platters Hors d'oeuvre Appetizers</p> <p>Assign project on food service careers due January 5-9 Cold Platters Hors d'oeuvre Appetizers</p> <p>Party foods and candy making Pin wheels Lady bug Canapés Fancy sandwiches</p>	<p><a href="#">Culinary Essentials</a> p. p.426-433 ;479-481</p> <p><a href="#">Becoming a Foodservice Professional</a> _p. 306-314</p> <p><a href="#">Professional Cooking 6<sup>th</sup></a> P.592-599</p>
Math English IV 110.45 B 17 F, B 16, E, B, A, G,  Science   Social Studies	<b>§130.226. Culinary Arts</b>  (30 A,B,C *identify and name selected hand tools and functions *identify frequently-used small equipment and large equipment *demo basic rules for safe operation, cleaning and small wares.	BRIGADE CROSS TRAIN SOUS CHEF GARDE MANGER VENDOR APPRENTICE ESCOFFIER CAREER PLAN	<ul style="list-style-type: none"> <li>WHAT POSITION IS IN CHARGE OF VARIOUS AREAS OF THE KITCHEN /</li> <li>WHAT TYPE OF EDUCATION IS REQUIRED FOR POSITIONS IN THE INDUSTRY?</li> <li>WHERE IS THE MOST AFFORDABLE PLACE FOR YOU TO STUDY TO REACH YOUR GOALS?</li> <li>WHAT ARE SOME WAYS THAT YOU CAN PREPARE WHILE STILL IN HIGH SCHOOL FOR AFOODSERVICE CAREER?</li> </ul>	<p>Career exploration Presentation of projects over careers available</p> <p>Pizza Dough production</p>	<p><a href="#">Culinary Essentials</a> p. 16-35</p> <p><a href="#">Becoming a Foodservice Professional</a> _p. <a href="#">Professional Cooking 6<sup>th</sup></a> P.</p>