

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

“This is my invariable advice to people: Learn how to cook- try new recipes, learn from your mistakes, be fearless, and above all have fun!”

— **Julia Child**

**Visual and Performing Arts Department**

Frank Perrone, Supervisor

**Curriculum Committee**

Tom Povinelli

Ashley Kanya

**Curriculum Developed:**

July 2020

**Date of Board Approval:**

October 20, 2020

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Table of Contents**

<b>Section</b>	
Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS .....	4
Introduction.....	5
Curriculum Pacing Chart .....	6
Unit I: Becoming a Professional 2.0 .....	7
Unit II: Kitchen Equipment Safety/Knife Skill Essentials .....	10
Unit III: Units of Standardized Recipes.....	12
Unit IV: The Art of Sauce Making .....	15
Unit V: Dressings, Emulsifications, Salad Making .....	18
Unit VI: Community Cooking 2.0 .....	21
Unit VII: Grains, Legumes, and Pastas.....	24
Unit VIII: Seafood and Shellfish .....	27
Unit IV: Meat and Poultry .....	30
Unit X: Food Diversity .....	33

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Introduction**

This full year course continues the learning experiences for students interested in pursuing a career in the culinary arts or hospitality profession. This course expands on the foundational knowledge learned in Culinary Arts I and takes learning experiences to the next stage of understanding of the food service industry. Through this course students will review safety procedures and protocols while introducing some more complex concepts to the principles, chemistry and techniques of food preparation. The classroom experience will be modeled after the industry with emphasis on the standards of food service, occupations, food preparation, food and nutritional science and cooking methodologies.

*Culinary Arts II is aligned to the New Jersey Career & Technical Education Standards, New Jersey Career Ready Practices and the National Standards for Family and Consumer Sciences Education.*

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>2 weeks</b>	<b>I</b>	<b>Becoming a Professional 2.0</b>
<b>2 weeks</b>	<b>II</b>	<b>Kitchen Equipment Safety/Knife Skill Essentials</b>
<b>4 weeks</b>	<b>III</b>	<b>Units of Standardized Recipes</b>
<b>3 weeks</b>	<b>IV</b>	<b>The Art of Sauce Making</b>
<b>2 weeks</b>	<b>V</b>	<b>Dressings, Emulsifications, Salad Making</b>
<b>4 weeks</b>	<b>VI</b>	<b>Community Cooking 2.0</b>
<b>6 weeks</b>	<b>VII</b>	<b>Grains, Legumes, and Pastas</b>
<b>4 weeks</b>	<b>VIII</b>	<b>Seafood and Shellfish</b>
<b>7 weeks</b>	<b>IX</b>	<b>Meat and Poultry</b>
<b>2 weeks</b>	<b>X</b>	<b>International Cuisine</b>

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit I: Becoming a Professional 2.0**

<b>STANDARDS / GOALS: New Jersey Career and Ready Practices</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CRP10 - Plan education and career paths aligned to personal goals.	There are many career paths and opportunities within the hospitality industry.	<ul style="list-style-type: none"> <li>What are the career paths that can be taken in the hospitality industry?</li> </ul>
<b>9.2 Career Awareness, Exploration, and Preparation</b>	Effective communication is essential for a success in the food industry.	<ul style="list-style-type: none"> <li>Why is communication important in the food industry?</li> </ul>
9.2.12.C.1 - Review career goals and determine steps necessary for attainment.	Knowledge of safety regulations is required in the hospitality industry.	<ul style="list-style-type: none"> <li>Why is it important to understand OSHA safety regulations?</li> </ul>
9.2.12.C.6 - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.		
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	There are many different jobs within the service industry that include specific jobs within the kitchen, Front End Manager, Hospitality Director, Cruise Ship Director, and Food and Beverage manager.	Identify the jobs within the hospitality industry.
<b>9.3 Hospitality and Tourism Career Cluster</b>		Discuss the responsibilities of different jobs within the hospitality industry.
9.3.HT.2 Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.	Advertising, sales promotions, personal selling, community relations and direct marketing are the main components to marketing.	Describe the differences between each component to marketing.
9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.	Community relations are partnerships formed between service organizations, non-profits, educational organizations, and similar groups within our service areas.	Identify ways in which local businesses support service organizations, non-profit and educational organizations.
9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.		

**Randolph Township Schools**  
**Randolph High School**  
**Culinary Arts II Curriculum**

	<p>A marketing plan is a comprehensive document or blueprint that outlines the advertising and marketing efforts that spans 3-5 years.</p> <p>Key components of effective communication are listening, body language, clarity, friendliness, and confidence.</p> <p>Proper sanitization of work surfaces and equipment is important when meeting the Occupational Safety and Health Administration (OSHA) standards to prevent hazards in the workplace.</p>	<p>Compare and contrast successful marketing plans.</p> <p>Identify the key components of a successful marketing plan.</p> <p>Develop a simple marketing plan.</p> <p>Practice effective communication skills during all culinary interactions.</p> <p>Demonstrate proper cleaning and sanitizing of workspaces and equipment.</p>
	<p><b>VOCABULARY:</b> Sous Chef, Executive Chef, Host, Manager, Sommelier, line cook, workstations, work line, marketing plan, community relations, communication</p> <p><b>KEY TERMS:</b> Marketing, Community relations, Guest-Driven, Market, SWOT assessment (situation assessment) advertising, sales promotions, personal selling, direct marketing, OSHA, Front End Manager, Hospitality Director, Cruise Ship Director, and Food and Beverage manager</p>	



**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Explaining the differences between various marketing strategies
- Explaining what is meant by good community relations
- Creating a career pathway focused around the main culinary careers that connect to a specific interest

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Explore the components of a marketing plan through group discussion and individual research
- Discussion around the chain of command within the kitchen and describing the varying job descriptions
- Individual research focused on a career within the culinary industry that connects to a specific interest

**SUGGESTED TIME ALLOTMENT**

**2 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

Foundations of Restaurant Management, Intro to Culinary arts (textbook) (Optional)  
<https://slideplayer.com/slide/16680415/> (PowerPoint on the Kitchen Brigade)  
[Serv Safe manual](#) (Mandatory, Digital)

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit II: Kitchen Equipment Safety/Knife Skill Essentials**

<b>STANDARDS / GOALS:</b> <b>New Jersey Career and Ready Practices</b>  CRP1 - Act as a responsible and contributing citizen and employee.  CRP2. - Apply appropriate academic and technical skills.  <b>9.3 Hospitality and Tourism Career Cluster</b>  9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  <b>National Standards for Family and Consumer Sciences Education</b>  8.5.1 - Demonstrate professional skills in safe handling of knives, tools, and equipment.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Tools and equipment are the foundation of a culinary kitchen.	<ul style="list-style-type: none"> <li>Why is it important to use the correct tool for the task at hand?</li> </ul>
	Kitchen accidents can be prevented.	<ul style="list-style-type: none"> <li>Why is safety important?</li> </ul>
	The knife is an essential tool in any professional kitchen.	<ul style="list-style-type: none"> <li>What is the importance of a knife?</li> </ul>
	<u>KNOWLEDGE</u> <b>Students will know:</b>	<u>SKILLS</u> <b>Students will be able to:</b>
	<p>The filleting, granton, cleaver and tournee knives do specific cuts that are not able to be completed with a core set of knives.</p> <p>Knives should always be held by its handle, a dull knife is not safe, never to leave a knife unattended, knives should be properly stored in a knife bag or case.</p> <p>Advanced knife cuts include the rondelles, gaufrette (waffle cut), chiffonade, paysanne and oblique cuts.</p>	<p>Identify the specific cut and use for each knife.</p> <p>Demonstrate proper use of each knife.</p> <p>Demonstrate proper knife care and safety.</p> <p>Produce a variety of recipes utilizing advanced knife cuts.</p> <p>Demonstrate proper honing techniques and angles of knife cutting.</p>

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit II: Kitchen Equipment Safety/Knife Skill Essentials**

	Being aware of your surroundings especially around open flames is important for overall kitchen safety.	Demonstrate appropriate kitchen safety throughout all practical prep work.
	<b>VOCABULARY:</b> rondell, paysanne, lozenge cut, brunoise, bolster  <b>KEY TERMS:</b> Knife maintenance, Bear claw method, Mandolin, hone, Taper ground edge, Hollow ground edge	
<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b> <ul style="list-style-type: none"> <li>• Demonstrating proper handling of the knife during kitchen assignments</li> <li>• Demonstrating proper cleaning and storage of knife upon completion of the assignment</li> <li>• Creating a video that demonstrate appropriate uses and safety of various kitchen equipment</li> </ul> <b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"> <li>• Exploration of advanced knives working to understand the individual parts and uses</li> <li>• Participate in a group team assignment on sample cuts using rubric as guidance</li> <li>• Teacher led demonstration on the sharpening and honing of a knife</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to culinary arts textbook (optional) <a href="#">Serv Safe manual</a> (Mandatory, Digital) Kitchen diagrams on kitchen knives and basic knife cuts <a href="https://www.slideshare.net/daisybangayan/basic-knife-cuts">https://www.slideshare.net/daisybangayan/basic-knife-cuts</a> (knife cut power point presentation, <a href="https://www.youtube.com/results?search_query=proper+knife+cutting+technique">https://www.youtube.com/results?search_query=proper+knife+cutting+technique</a> (knife cut video spread Culinary institute of America)	

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit III: Units of Standardized Recipes**

<b>STANDARDS / GOALS:</b> <b>New Jersey Career and Ready Practices</b>  CRP6 - Demonstrate creativity and innovation.  <b>9.3 – Hospitality and Tourism Career Cluster</b>  9.3.HT-RFB.2 - Demonstrate safety and sanitation procedures in food and beverage service facilities.  <b>National Standards for Family and Consumer Sciences Education</b>  8.4.2 - Apply menu-planning principles to develop and modify menus.  8.4.7 - Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.  8.5.3 - Demonstrate knowledge of portion control and proper scaling and measurement techniques.  9.3.5 - Analyze recipe/formula proportions and modifications for food production.  9.7.1 - Explain the properties of elements, compounds, and mixtures in foods and food products.  9.7.2 - Analyze the effects of thermodynamics on chemical reactions in foods and food products.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Standard measuring equipment is different when using liquid and dry ingredients.	<ul style="list-style-type: none"> <li>What professional culinary tools should be used while measuring?</li> </ul>
	Simple mathematics are essential in recipe conversions.	<ul style="list-style-type: none"> <li>How can math be used in cooking?</li> </ul>
	Benefits of standardized recipes provide an accurate cost analysis for purchasing and production food.	<ul style="list-style-type: none"> <li>What are the benefits of portion control?</li> </ul>
	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p>	<p style="text-align: center;"><b><u>SKILLS</u></b>  <b>Students will be able to:</b></p>
	<p>Key measuring tools include measuring spoons, spring scales, and measuring cups.</p> <p>Liquid volume is measured by gallons, cups, pints, and quarts.</p> <p>Dry volume is measured by teaspoon, tablespoon, ounces, and pounds.</p> <p>Recipe conversions include temperature adjustments, measurement of ingredients, and equipment conversions.</p> <p>The raw food cost of a recipe must be recorded properly to take into consideration any inedible parts of the food.</p>	<p>Identify different types and uses of measuring tools.</p> <p>Measure using accurate liquid volume.</p> <p>Measure using accurate dry volume.</p> <p>Perform proper recipe conversions.</p> <p>Break down parts of meat and poultry to meet recipe standards.</p>

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit III: Units of Standardized Recipes**

	<p>Altitude plays a significant role in cooking times, cooking temperature and overall measurements.</p> <p>Cost analysis is the breakdown of your overall food cost including how much unutilized food is wasted.</p> <p>Recipe equations focuses on the proper measurements of your recipe to ensure the proper quantity for the overall production.</p>	<p>Research how various altitudes will play a role in cooking times temperatures and measurements.</p> <p>Describe examples of unutilized food that is wasted when preparing a meal.</p> <p>Perform a cost analysis for specific creations.</p> <p>Demonstrate proper use of recipe equations during culinary creations.</p>
	<p><b>VOCABULARY:</b> Quart, gallon, pint, pound, volume, yield, tare weight, teaspoon, tablespoon, ounces, pounds, altitude</p> <p><b>KEY TERMS:</b> Place value, portion control, recipe, standardized recipe, conversion factor, cost analysis, recipe equation</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Identifying accurate measurement techniques</li> <li>Demonstrating knowledge of the five sections of a standardized recipe</li> <li>Understanding measurement conversions and systems</li> <li>Describing common measurements used on recipes for food production</li> </ul>		

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit III: Units of Standardized Recipes**

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Create a group recipe card binder filled with recipes gathered during the year
- Create recipe evolutions during class requiring the decrease or increase based on class need
- Group demonstration on how to create new conversion factors based on the amount of people

**SUGGESTED TIME ALLOTMENT**

**4 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

Intro to Culinary Arts (textbook) (optional)  
[Serv Safe manual](#) (Mandatory, Digital)  
Basic conversion factor video international restaurant school  
(<https://www.youtube.com/watch?v=HZ9weUkSdoY>)

# **Randolph Township Schools** **Randolph High School** **Culinary Arts II Curriculum**

## **Unit IV: The Art of Sauce Making**

<b>STANDARDS / GOALS:</b> <b>New Jersey Career and Ready Practices</b> CRP6 - Demonstrate creativity and innovation.  CRP7 - Employ valid and reliable research strategies.  <b>9.3 – Hospitality and Tourism Career Cluster</b> 9.3.HT-RFB - Demonstrate safety and sanitation procedures in food and beverage service facilities.  <b>National Standards for Family and Consumer Sciences Education</b> 8.2.6. - Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.  8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.  8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.  8.5.3 - Demonstrate knowledge of portion control and proper scaling and measurement techniques.  8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.  8.5.6 - Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.  8.5.12 - Demonstrate professional plating, garnishing, and food presentation techniques.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	A multitude of sauces are derived from the five mother sauces.	<ul style="list-style-type: none"> <li>What are the roles of sauces in cooking?</li> </ul>
	Plating and presentation of a recipe will enhance the visual aesthetics of a dish.	<ul style="list-style-type: none"> <li>Why is visual aesthetics important?</li> </ul>
	<u><b>KNOWLEDGE</b></u> <b>Students will know:</b>	<u><b>SKILLS</b></u> <b>Students will be able to:</b>
	<p>Marinara sauce is mainly used for pasta dishes and can be broken into varying sauces including but not limited to Pink sauce, puttanesca and fra diavolo.</p> <p>Hollandaise sauce is mainly used for breakfast and vegetable courses and can be broken into varying sauces including but not limited to mornay and bearnaise.</p> <p>Volute sauce is mainly used for chicken and fish and can be broken into varying sauces including but not limited to berycy, a normady sauce and horseradish.</p> <p>Bechamel sauce is mainly used for pastas and be broken into varying sauces including but not limited to nantua sauce, classic cheese sauce and soubise sauce.</p> <p>Espagole sauce is mainly used for beef and can be broken into varying sauces including but not limited to demi-glance, bordelise, madeira and mushroom.</p>	<p>Create recipes using one of the marinara sauce derivatives.</p> <p>Construct a successful hollandaise sauce and utilize it in a recipe.</p> <p>Prepare a volute sauce and discuss ways in which it can be used in a recipe.</p> <p>Create a bechamel sauce and discuss ways it can be used in a recipe.</p> <p>Describe how an espagole sauce can be utilized within multiple recipes and effectively use it in a recipe.</p>

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit IV: The Art of Sauce Making**

	<p>Nontraditional sauces include dessert sauces and barbeque sauces.</p> <p>Agar, pectin and potato starch are thickening agents that can be used in addition to the basic thickeners.</p> <p>People eat with their eyes first so the placing of ingredients, the color, garnishes, and the attention to detail are important.</p> <p>Nontraditional sauces fall within two categories sweet and savory.</p> <p>Cooking methods change the appearance, texture, flavor and nutritional value of the product.</p>	<p>Produce nontraditional sauces to enhance sweet and savory dishes.</p> <p>Describe the best uses for all thickening agents.</p> <p>Design a plating presentation that is enticing and appetizing.</p> <p>Compare and contrast the uses nontraditional sauces.</p> <p>Explain how various cooking methods will change the overall outcome of a product.</p>
	<p><b>VOCABULARY:</b> Agar, pectin and potato starch, tempering, compound butter, color, garnishes</p> <p><b>KEY TERMS:</b> Fond, Stock, Sauce, Mother sauce, espagole sauce, bechamel sauce, hollandaise sauce, marinara sauce, volute sauce</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Identifying basic ingredients and uses for sauces</li> <li>Explaining the difference between the various mother sauces and how they break off into other sauces</li> <li>Preparing dishes that include a version of a mother sauce as the base ingredient</li> </ul>		



**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit IV: The Art of Sauce Making**

<b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"><li>• Individualized exploration and creation of various dishes providing opportunities to create stock recipes as well as student created recipes focused around the art of sauce making</li><li>• Chef demonstrations focused on the uses of all mother sauces</li><li>• Chef demonstrations focused on proper plating and presentation techniques</li></ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>3 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts (textbook), <a href="#">Serv Safe manual</a> (Mandatory, Digital) <a href="https://www.youtube.com/watch?v=El2Pj3lcB6g">https://www.youtube.com/watch?v=El2Pj3lcB6g</a> (The modern mother sauce and how to create it).

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit V: Dressings, Emulsifications, Salad Making**

<b>STANDARDS / GOALS:</b> <b>New Jersey Career and Ready Practices</b> CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  <b>9.3 – Hospitality and Tourism Career Cluster</b> 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.  <b>National Standards for Family and Consumer Sciences Education</b> 8.2.5, Practice standard personal hygiene and wellness procedures.  8.2.6, Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.  8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.  8.5.3, Demonstrate knowledge of portion control and proper scaling and measurement techniques.  8.5.8, Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Emulsifications technique is one of the most core principles of making dressing.	<ul style="list-style-type: none"> <li>How can mixing alter the results of a product?</li> <li>How can emulsifications be used as a taste palette enhancement?</li> </ul>
	It is important to achieve a balance of textures and flavors while producing a salad.	<ul style="list-style-type: none"> <li>How can balance be achieved?</li> </ul>
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>Emulsification is the act of mixing two or more liquids that are normally unable to mix with one another, typically an oil or a water-based liquid.</p> <p>The Garde manger station includes all cold food preparation.</p> <p>Mise en place is the setup required before cooking and is often used in professional kitchens.</p> <p>The five main categories of salad dressing include vinaigrette, mayonnaise, dairy based, cooked, vegetable or fruit based.</p>	<p>Research the differences between a basic vinaigrette and an emulsified vinaigrette.</p> <p>Describe the uses of a Garde manger station.</p> <p>Formulate mise en place during the creation of various recipes.</p> <p>Investigate and produce traditional dressings from specific region of the world.</p>

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit V: Dressings, Emulsifications, Salad Making**

<p>8.5.12, Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>The Garde Manger chef, also known as the pantry chef, is responsible for all cold preparation and assembling.</p> <p>There are six categories of salads which include appetizer salad, side salad, bound salad, main course salad or entrée salad, separate course salad and dessert salad.</p> <p>There are three classifications of salad greens: mild, spicy, and bitter.</p>	<p>Describe the meaning of Garde Manger.</p> <p>Explain the main role and responsibilities.</p> <p>Design an entrée salad and an appetizer salad using a standardized recipe.</p> <p>Conduct a taste test on the three classifications of salad greens.</p>
	<p><b>VOCABULARY:</b> dip, mayonnaise, pico de gallo, entrée salad, desert salad, appetizer salad, garnish</p> <p><b>KEY TERMS:</b> Garde Manger, emulsion, emulsifier</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Designing and producing at least (2) appetizer and/or entrée salads (ex. Grilled Chicken Caesar &amp; Cobb salad)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Chef demonstrations focused on the creation of various dressings and emulsifications such as fresh mayonnaise and basic vinaigrette</li> <li>Group discussion around the topics of emulsion and differences between appetizer salads and entrée salads</li> <li>Individualized exploration and creation of various salads providing opportunities to create stock recipes as well as student created recipes focused around dressings, emulsifications and salad making</li> </ul>		

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit V: Dressings, Emulsifications, Salad Making**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts (textbook), <a href="#">Serv Safe manual</a> (Mandatory, Digital) Gordon Ramsey cooks how to on fresh mayo ( <a href="https://www.youtube.com/watch?v=qSHXG-5ShFk">https://www.youtube.com/watch?v=qSHXG-5ShFk</a> )

# Randolph Township Schools

## Randolph High School

### Culinary Arts II Curriculum

## Unit VI: Community Cooking 2.0

<p><b>STANDARDS / GOALS:</b>  <b>New Jersey Career and Ready Practices</b>  CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p><b>9.3 – Hospitality and Tourism Career Cluster</b>  9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</p> <p>9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.</p> <p><b>National Standards for Family and Consumer Sciences Education</b>  8.2.6, Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>8.4.2, Apply menu-planning principles to develop and modify menus.</p> <p>8.5.2, Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>Learning about cultures and religious beliefs will help better prepare a Chef when planning a menu.</p>	<ul style="list-style-type: none"> <li>How can understanding of culture and religion help with food preparation and service?</li> </ul>
	<p>Researching and following culinary trends will strengthen knowledge of allergens and potential hazards to customers.</p>	<ul style="list-style-type: none"> <li>What are the challenges to food safety?</li> <li>How does food become unsafe?</li> </ul>
	<p>When planning a menu, flavors, colors, textures, shapes, sizes and temperatures of food must be considered.</p>	<ul style="list-style-type: none"> <li>What is the role of a menu in food service?</li> </ul>
	<p><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b>  <b>Students will be able to:</b></p>
	<p>Holidays and special events are celebrated differently all over the world like Christmas, Thanksgiving, New Years, Hanukkah, Kwanza.</p> <p>Religious and cultural dietary restrictions can vary based on beliefs and specific background.</p>	<p>Research various holidays and events that are celebrated during the winter months in places all over the world.</p> <p>Design a menu based on specific cultural and religious backgrounds.</p> <p>Prepare a dish using a recipe celebrating a specific event for a cultural and/or religious background.</p> <p>Identify dietary restrictions based on specific beliefs and religions.</p>

# Randolph Township Schools

## Randolph High School

### Culinary Arts II Curriculum

## Unit VI: Community Cooking 2.0

<p>8.5.3, Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.12, Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Cooking and preparing foods for a variety of event sizes involve thorough planning from the beginning.</p> <p>Preparing foods for large groups of people must take into consideration cost, preparation time and safe handling of foods.</p> <p>Proper sanitation and food preparation as a professional expectation is essential to avoid cross contamination and potential allergic reactions.</p> <p><b>VOCABULARY:</b> Catering, high volume, off premise, on premise, portion control, volume, yield</p> <p><b>KEY TERMS:</b> Catering, Farm to table, sustainability, TDZ</p>	<p>Plan a menu for a specific event size and focus.</p> <p>Prepare the menu items within the kitchen.</p> <p>Execute and present the menu in its entirety.</p> <p>Create a cost analysis, menu and timeline of food preparation for a large holiday meal.</p> <p>Apply principles of safety and sanitation in the food preparation and service.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Designing, creating and presenting a large-scale meal from start to finish</li> <li>• Explaining how you can personally prevent contamination to protect the individual and business</li> <li>• Performing a successful cost analysis prior to the creation of a large-scale meal</li> </ul>		

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit VI: Community Cooking 2.0**

<b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <ul style="list-style-type: none"><li>• Research, design and prepare a holiday meal based on U.S. traditional and international tradition</li><li>• Participate in a service-based project around preparing a holiday feast</li></ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts (Optional, textbook) <a href="#">Serv Safe manual</a> (Mandatory, Digital) Traditional American Holiday Cuisine ( <a href="https://www.youtube.com/watch?v=Tly6suosH7Y">https://www.youtube.com/watch?v=Tly6suosH7Y</a> ) International Comfort Food ( <a href="https://www.youtube.com/watch?v=T4NOt727wqI">https://www.youtube.com/watch?v=T4NOt727wqI</a> )

# Randolph Township Schools Randolph High School Culinary Arts II Curriculum

## Unit VII: Grains, Legumes, and Pastas

<b>STANDARDS / GOALS:</b> <b>New Jersey Career and Ready Practices</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>CRP6. Demonstrate creativity and innovation.</p> <p><b>9.3 – Hospitality and Tourism Career Cluster</b></p> <p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p>	<p>The way in which a grain, legume and pasta is prepared can affect the nutritional value.</p>	<ul style="list-style-type: none"> <li>• How can cooking impact the nutrition of grains?</li> </ul>
<p><b>National Standards for Family and Consumer Sciences Education</b></p>	<p>Grains, Legumes and Pastas are important base ingredients used by all chefs.</p>	<ul style="list-style-type: none"> <li>• How can grains, legumes and pastas be integrated into a main dish?</li> </ul>
<p>8.2.5, Practice standard personal hygiene and wellness procedures.</p> <p>8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>8.5.2, Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.4, Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.</p> <p>8.5.7, Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p>	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <p style="text-align: center;"><b>Students will know:</b></p>	<p style="text-align: center;"><b><u>SKILLS</u></b></p> <p style="text-align: center;"><b>Students will be able to:</b></p>
	<p>Beans, peas, and lentils are the three types of legumes, which are seeds from pod-producing plants.</p> <p>Grains are grasses that grow edible seeds. Wheat (including all-purpose white flour, soft wheat, hard wheat, and durum wheat), rice, oats, and barley are some common grains.</p> <p>Fresh pasta uses four simple ingredients: eggs, salt, olive oil, and bread flour.</p> <p>Many varieties of dried pasta are available, including capellini, farfalle, linguine, penne, rigatoni, spaghetti, and ziti.</p>	<p>Prepare a salad or soup dish using standardized recipes with legumes.</p> <p>Distinguish different categories of grains based on touch, sight and smell.</p> <p>Create different pasta varieties using recipes for specific dishes.</p> <p>Incorporate pasta recipes based on individual dietary needs.</p>



**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit VII: Grains, Legumes, and Pastas**

<p>8.5.12, Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Basic pasta dough recipes produce a stiff dough that can be stretched, rolled into thin sheets and cut into the desired shapes.</p> <p>Fresh pasta cooks quickly and should be cooked al dente.</p> <p>Food preparers can simmer, steam, poach, bake, pan fry, deep fry, or boil dumplings, depending on their type.</p> <p>Grains and rice require some ventilation to keep it from spoiling. Allowing for ventilation, if not done properly, can also allow bugs and pests in.</p>	<p>Demonstrate the proper method of pasta making based on recipe category.</p> <p>Define al dente and discuss how cooking times change due to pasta styles.</p> <p>Prepare dishes based on fresh pasta creations using standardized recipes.</p> <p>Research and describe proper storage options for rice and grains.</p>
	<p><b>VOCABULARY:</b> Par cooked, Hull, Husk, germ, Kernel, quinoa, side dishes, al dente</p> <p><b>KEY TERMS:</b> Grains, Legumes, Pasta, Farinaceous Foods</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Explaining the process of receiving and storing grains and rice</li> <li>• Describing the parts of a grain and explaining how each part aids in the balanced diet</li> <li>• Designing and producing at least (3) dishes that involve grains, legumes or pastas as the main ingredients</li> </ul>		

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit VII: Grains, Legumes, and Pastas**

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Demonstration and production of various rice's, grains and pastas to create meals as well as side dishes
- Compare the similarities and differences between masa harnia, polenta, hominy grits
- Individualized exploration and creation of various grains, legumes and pastas providing opportunities to create stock recipes as well as student created recipes

**SUGGESTED TIME ALLOTMENT**

**6 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

Intro to Culinary Arts (Optional, textbook)  
[Serv Safe manual](#) (Mandatory, Digital)  
 How things work: Wheat (<https://www.youtube.com/watch?v=F4VoVLlyuS0> )  
 Power Point Sample<https://www.britannica.com/plant/rice>  
 Foundations of Restaurant Management and Culinary Arts. National Restaurant Association  
 (Optional, textbook)

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit VIII: Seafood and Shellfish**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>9.3 – Hospitality and Tourism Career Cluster</b></p> <p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p><b>National Standards for Family and Consumer Sciences Education</b></p> <p>8.2.1, Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>8.5.2, Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.5, Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p>	Seafood and Shellfish play a major role in the overall health and wellbeing of an individual.	<ul style="list-style-type: none"> <li>• What is the value of fish and shellfish in a healthy diet?</li> <li>•</li> </ul>
	Seafood can bring about serious allergic reactions.	<ul style="list-style-type: none"> <li>• How can a chef embrace Seafood in a safe way for all?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Shellfish can be divided into two groups: mollusks or crustaceans.	Prepare food dishes using the two different food groups while using a standardized recipe.
	Types of fish used in recipes include lean fish, round fish, fat fish, and non-boned fish.	Research recipes utilizing the different types of fish.
	Saltwater and freshwater fish can be used in cooking.	Create a recipe using at least one type of fish.
	Inspection of fish includes discoloration, smell and touch.	Identify the major differences between fresh water and saltwater fish that can be used in cooking.
		Conduct an inspection of fish evaluating the color, smell and feel.

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit VIII: Seafood and Shellfish**

	<p>The sanitation of workstations and equipment when using fish and shellfish is important to prevent cross contamination.</p> <p>Clams and Oysters come with a shelf tag that need to be kept for 90 days in case of customer sickness.</p> <p>Fish have less saturated fat and cholesterol than red meat and is an excellent source of protein and vitamins and minerals.</p>	<p>Demonstrate proper sanitation techniques to prevent cross contamination of food.</p> <p>Explain the different sections of the shelf tag.</p> <p>Describe the benefits of the various vitamins and minerals in seafood and shellfish.</p>
	<p><b>VOCABULARY:</b> Farm-Raised, Fresh Water, Salt water, anadromous fish, Mollusks, crustaceans, fillet</p> <p><b>KEY TERMS:</b> Shellfish, draw butter, deveining, en papillote, red tide, market price</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Explaining different types of fish and the proper methods to cook and prepare</li> <li>• Explaining the correct procedure for ordering, receiving and storing seafood</li> <li>• Comparing body type of fish how this dictate the category</li> <li>• Creating a spreadsheet examining the benefits of the various vitamins and minerals in seafood and shellfish</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Creation of Venn diagram explaining the comparisons and contrast of saltwater vs. fresh water fish</li> <li>• Participate in various demos and seafood creations based on fish and shellfish</li> <li>• Discussions around the safety of using seafood and shellfish and precautions to take based around food allergens</li> </ul>		

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit VIII: Seafood and Shellfish**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Intro to Culinary Arts (Optional, textbook) <a href="#">Serv Safe manual</a> (Mandatory, Digital) Master chef how to fillet fish ( <a href="https://www.youtube.com/watch?v=wcueSXXGueJs">https://www.youtube.com/watch?v=wcueSXXGueJs</a> ) Aqua culture discovery America ( <a href="https://www.youtube.com/watch?v=EAN-VRvD8_k">https://www.youtube.com/watch?v=EAN-VRvD8_k</a> ) NOAA inspection guidelines ( <a href="https://www.fisheries.noaa.gov/national/seafood-commerce-certification/seafood-inspection-manual">https://www.fisheries.noaa.gov/national/seafood-commerce-certification/seafood-inspection-manual</a> )

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit IV: Meat and Poultry**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>9.3 – Hospitality and Tourism Career Cluster</b> 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</p> <p><b>National Standards for Family and Consumer Sciences Education</b> 8.2.1, Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.6, Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7, Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>8.5.2, Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p>	Meat is a rich source of nutrients including protein and vitamin B.	<ul style="list-style-type: none"> <li>How does a protein rich diet improve your overall health?</li> </ul>
	Special food preparation and sanitation techniques are necessary when handling meat.	<ul style="list-style-type: none"> <li>Why is the temperature of cooking meats important?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	The type of cooking methods for meat include dry heat methods, moist heat method, combination cooking.	Execute the cooking of meat utilizing one of the methods of dry heat, moist heat or combination cooking.
	The (8) primal cuts of beef include shoulder, rib, loin, sirloin, leg, brisket, short plate, flank.	Choose a method of cooking one of the eight primal cuts of beef and present to class.
	Offal meat also known as organ meat include kidney, liver, heart, feet, tongue and brain.	Critique dishes created for the eight primal cuts of beef.  Research recipes utilizing the different organ meats.

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit IV: Meat and Poultry**

<p>8.5.4, Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.</p> <p>8.5.5, Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p>	<p>Proper safe food handling and preparation techniques for raw meats and poultry are essential in preventing cross contamination.</p> <p>Poultry can include chicken, duck, turkey and exotic birds such as Ostridge, duck and turkey.</p> <p>Poultry cooking techniques include roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, and steaming.</p> <p>The proper internal temperature for cooking poultry is 165 degrees.</p> <p>Rare meat should be cooked to 120, Medium meats should be cooked to 132 and well-done meats should be cooked to 145.</p> <p>Trussing and tying beef before cooking helps retain its shape while it cooks in the oven and stops the meat from spreading.</p>	<p>Explain how different cultures and different dietary needs utilize the organ meats in their cooking.</p> <p>Practice safe food handling and food preparation using Serv Safe regulations.</p> <p>Identify how different forms of poultry can be used in recipes.</p> <p>Demonstrate different cooking techniques for poultry.</p> <p>Explain the reasoning behind proper internal temperatures when cooking poultry.</p> <p>Cook meats properly to assigned temperature.</p> <p>Demonstrate proper trussing and tying of beef for a specific recipe.</p>
--	--	---

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit IV: Meat and Poultry**

	<p><b>VOCABULARY:</b> Truss, Marbling, variance, roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming,</p> <p><b>KEY TERMS:</b> offal, primal cuts, game meats, USDA, grading system</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Explaining how different cooking methods will broaden the cooking repertoire using meats and poultry</li> <li>Explaining the difference between moist heat, dry heat and combination heat methods</li> <li>Demonstrating how to properly truss and tie meat to prepare it for cooking</li> <li>Designing and producing at least (3) dishes that include meat or poultry as the main ingredients</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Group artistic diagrams on the primal cuts for veal, beef and pork</li> <li>Group demonstrations and break out groups on cooking methods and low-cost meals using high protein foods</li> <li>Chef demonstrations focused on the creation of various meat and poultry dishes</li> <li>Discussions around the importance of temperature control, handling, preparing and food grades of meats and poultry</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>7 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Intro to Culinary Arts (Optional, textbook)</p> <p><a href="#">Serv Safe manual</a> (Mandatory, Digital)</p> <p>USDA grading specifications <a href="https://www.usda.gov/media/blog/2013/01/28/whats-your-beef-prime-choice-or-select?page=1">https://www.usda.gov/media/blog/2013/01/28/whats-your-beef-prime-choice-or-select?page=1</a>,</p> <p>Primal Cuts Video <a href="https://www.youtube.com/watch?v=WtOzwoMKzH4">https://www.youtube.com/watch?v=WtOzwoMKzH4</a>.</p>	



**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit X: International Cuisine**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>9.3 – Hospitality and Tourism Career Cluster</b> 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</p> <p><b>National Standards for Family and Consumer Sciences Education</b></p> <p>8.2.5, Practice standard personal hygiene and wellness procedures.</p> <p>8.2.6, Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.4.2, Apply menu-planning principles to develop and modify menus.</p> <p>8.5.2, Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p>	<p>Cooking can help develop an awareness of a wide range of ethnic and cultural customs related to food.</p>	<ul style="list-style-type: none"> <li>How can an understanding of culture and religion help with food preparation and service?</li> </ul>
	<p>Germany, Mexico, France, Italy, and China are key in the development of classical cooking principles and food preparation.</p>	<ul style="list-style-type: none"> <li>How is food in the United States influenced by International cooking?</li> </ul>
	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p style="text-align: center;"><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>
	<p>Germany, Mexico, France, Italy and China are key culinary regions that's flavors, ingredients and cooking techniques have influenced cooking in the United States.</p> <p>Ingredients such as oregano, thyme, basil, dill, chives, caraway, cloves, fennel, curry, cumin and ginger are used frequently in international foods.</p> <p>Poaching, deep frying, braising, steaming and stewing are all parts of international cuisine cooking techniques.</p> <p>There is a direct relationship between a culture and customs and the food they make such as religious considerations and food accessibility.</p>	<p>Describe the primary world culinary regions, traditions, foods, flavors, ingredients, and cooking techniques.</p> <p>Integrate flavors, ingredients, seasonings, and cooking techniques of the major world cuisines.</p> <p>Apply knowledge of basic food preparation techniques to the preparation of international cooking.</p> <p>Analyze the relationship between culture/customs and types of dishes prepared in regions of the world.</p>

**Randolph Township Schools  
Randolph High School  
Culinary Arts II Curriculum**

**Unit X: International Cuisine**

	An hors d'oeuvre is typically finger food and smaller portion size where appetizers can sometimes be served as a first course and are often larger.	Create both an appetizer and an hors d'oeuvre as part of a menu.
	<p><b>VOCABULARY:</b> risotto, polenta, gnocchi, hoisin, peking duck, gazpacho, landlocked, peninsula</p> <p><b>KEY TERMS:</b> Regional cuisine, Szechuan, haute cuisine, Cuisine bourgeoisie, choucroute</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Describing / explaining why landlocked and peninsula countries would have different cuisine</li> <li>• Explaining the core differences between an appetizer and Hors d' Oeuvre (French Cuisine)</li> <li>• Designing and producing at least (1) dish that incorporates international cuisine</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Research the cultures of Germany, Mexico, France, Italy and China and present about the popular cuisines from that region and how it influenced foods in America</li> <li>• Demonstrations and production of regional cuisine including Oktoberfest delicacy, Cinco de mayo Cuisine, and Chinese New Year</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Intro to Culinary Arts (Optional, textbook)</p> <p><a href="#">Serv Safe manual</a> (Mandatory, Digital)</p> <p>French New Year (<a href="https://cnz.to/recipes/appetizers/feta-fresh-herb-quick-bread-recipe/">https://cnz.to/recipes/appetizers/feta-fresh-herb-quick-bread-recipe/</a>)</p> <p>Chinese New Year (<a href="https://www.baconismagic.ca/china/chinese-new-year-food/">https://www.baconismagic.ca/china/chinese-new-year-food/</a>)</p> <p>How to make a German Pretzel (<a href="https://www.youtube.com/watch?v=XxruKXjL1_8">https://www.youtube.com/watch?v=XxruKXjL1_8</a>)</p>	