

Family and Consumer Sciences

Culinary II Snapshot

Mrs. Adams

Day	Date	M-F	Daily Learning Target	Agenda - Congruent Tasks	Formative Assessment
<i>Unit 1 The Foodservice Industry</i>					
1	11-12-12	M	<i>I can summarize topics studied in Culinary 2.</i>	<ul style="list-style-type: none"> • Introduction to Course/ 1st Day Hand Outs • Syllabus/Index Card • Lab Rules Review • Pre-Test • Getting To Know You 	
2	11-13-12	T	<i>I can explain the various roles of government agencies in the foodservice industry. I can identify industry standards for handling food safely.</i>	<ul style="list-style-type: none"> • BR • 6.1 Notes • 6.1 Mini Lab 	BR: What would you like to learn in Culinary 2? Mini Lab
3	11-14-12	W	<i>I can identify laws related to worker's rights and safety and those that protect certain groups of people.</i>	<ul style="list-style-type: none"> • BR • 6.2 Notes • 6.2 Mini Lab 	BR: List five standards of quality used to evaluate food. Mini Lab
4	11-15-12	R	<i>I can identify the standards of quality</i>	<ul style="list-style-type: none"> • BR • Food Inc. 	BR: What role does OSHA play in changing the workplace?

			<i>used to evaluate food.</i>		<i>Written Response Questions</i>
5	11-16-12	F	<i>I can identify the standards of quality used to evaluate food.</i>	<ul style="list-style-type: none"> • BR • Food Inc. 	<i>BR: What law governs the hiring of older people?</i> <i>Written Response Questions</i>
6	11-19-12	M	<i>I can apply basic employability skills in foodservice and demonstrate a positive work ethic.</i>	<ul style="list-style-type: none"> • BR • Employability Skills (2.1) • Employability Portfolio 	<i>BR: Name three laws all foodservice workers should be aware of and the rights that each law protects.</i> Employability Portfolio
7	11-20-12	T	<i>I can apply leadership skills in foodservice.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Professionalism ▪ Employability Portfolio 	<i>BR: What basic skills will you need to practice in any job? Give an example of each.</i>
	11-21 to 11-23		Thanksgiving Break		
8	11-26-12	M	<i>I can analyze the employment outlook in food production, management, and services.</i>	<ul style="list-style-type: none"> • BR • Guest Speaker (Adam Shyrock) 	<i>BR: What qualities contribute to developing a strong work ethic?</i>
9	11-27-12	T	<i>I can thoroughly explain topics studied in Unit 1 of Culinary 2.</i>	<ul style="list-style-type: none"> • BR • Unit 1 Test Review 	<i>BR: List the kinds of resources leaders are expected to use effectively on the job.</i>
10	11-28-12	W	<i>I can thoroughly explain topics studied in Unit 1 of Culinary 2.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Unit 1 Test ▪ Unit 1 Constructed Response 	<i>BR: Compare and contrast food gradings and food inspections.</i>
Unit 2 Kitchen Safety and Sanitation					

11	11-29-12	R	<i>I can identify biological, chemical, and physical hazards.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Serv Safe (7 & 8) 	BR: What government agency oversees workplace safety?
12	11-30-12	F	<i>I can describe the sources of direct contamination and cross-contamination.</i>	<ul style="list-style-type: none"> ▪ BR ▪ ServSafe 	BR: Summarize the grooming and person hygiene habits all foodservice workers should follow.
13	12-3-12	M	<i>I can explain how to respond to an outbreak of foodborne illness.</i>	<ul style="list-style-type: none"> ▪ BR ▪ ServSafe 	BR: List three instance when you should change gloves. How does this help improve workplace safety and sanitation?
14	12-4-12	T	I can describe first aid measures for burns, wounds, and choking.	<ul style="list-style-type: none"> ▪ BR ▪ ServSafe 	BR: When should you wash your hands at work?
15	12-5-12	W	<i>I can identify workplace safety guidelines and equipment.</i>	<ul style="list-style-type: none"> • BR • ServSafe 	BR: Explain how you can tell if fish is fresh.
16	12-6-12	R	<i>I can explain fire safety measures.</i>	<ul style="list-style-type: none"> • BR • ServSafe 	BR: How can you be sure the meat, poultry, and eggs you receive are from a government approved supplier?
17	12-7-12	F	<i>I can explain cardiopulmonary resuscitation.</i>	<ul style="list-style-type: none"> • BR • ServSafe Test 	BR: What are two things you can do when preparing fruits and vegetables to help reduce the growth of microorganisms?
Unit 3 Commercial Tools and Equipment					
18	12-10-12	M	<i>I can identify work stations and work sections and can explain the role of mise en place.</i>	<ul style="list-style-type: none"> • BR • Kitchen Equipment Notes (9 & 10-2) • Mini Lab 	BR: What type of hazard does human hair pose to food?

19	12-11-12	T	<i>I can identify and utilize food preparation equipment.</i>	<ul style="list-style-type: none">▪ BR▪ Appliance Lab Prep.	<i>BR: Name two decisions that need to be made before a kitchen can be designed.</i>
20	12-12-12	W	<i>I can identify and utilize food preparation equipment.</i>	<ul style="list-style-type: none">▪ BR▪ Appliance Lab	<i>BR: Explain work simplification.</i>
21	12-13-12	R	<i>I can select appropriate knives for specific tasks.</i>	<ul style="list-style-type: none">▪ BR▪ Knife Skills Notes (10.1)	<i>BR: Explain how efficient range of motion impacts work simplification.</i>
22	12-14-12	F	<i>I can perform basic cutting techniques.</i>	<ul style="list-style-type: none">▪ BR▪ Knife Skills Practice	<i>BR: Contrast a chef's knife and a utility knife.</i>
23	12-17-12	M	<i>can perform basic cutting techniques.</i>	<ul style="list-style-type: none">▪ BR▪ Knife Skills Practice	<i>BR: Contrast slicing, mincing, and dicing.</i>
24	12-18-12	T	<i>can perform basic cutting techniques.</i>	<ul style="list-style-type: none">▪ BR▪ Knife Skills Practice	<i>BR: Explain why knife sanitation is important.</i>
25	12-19-12	W	<i>can perform basic cutting techniques.</i>	<ul style="list-style-type: none">▪ BR▪ Knife Skills Practice	<i>BR: Name and describe two tools that measure volume.</i>
	12-20 to 1-2		Christmas Break		
Unit 4: Cooking Applications					
26	1-3-13	R	<i>I can summarize the factors that influence a menu.</i>	<ul style="list-style-type: none">• BR• 12-1 Notes• Intro. Menu/Restaurant Plan	<i>BR: Why are the bottoms of stainless steel pots and pans usually lined with another type of metal?</i>
27	1-4-13	F	<i>I can plan interesting menus that offer food nutrition and variety.</i>	<ul style="list-style-type: none">• BR• Menus	<i>BR: Explain four ways the menu impacts a foodservice operation.</i>

28	1-7-13	M	<i>I can use truth-in-menu guidelines to write a menu description.</i>	<ul style="list-style-type: none"> • BR • Menus 	<i>BR: List at least four factors that influence menu planning.</i>
29	1-8-13	T	<i>I can use truth-in-menu guidelines to write a menu description.</i>	<ul style="list-style-type: none"> • BR • 12-2 Notes • 12-2 Mini Lab 	<i>BR: Describe the six types of menus.</i>
30	1-9-13	W	<i>I can identify the elements that influence menu style and design.</i>	<ul style="list-style-type: none"> • BR • 12-3 Notes • 12-3 Mini Lab • 12-1 Mini Lab Homework • 	<i>BR: Who is responsible for planning the menu at a nursing home, a chain restaurant, and a hotel?</i>
31	1-10-13	R	<i>I can use the factor method and markup-on-cost method of pricing correctly.</i>	<ul style="list-style-type: none"> • BR • 12-4 Notes • 12-4 Math Skills • 12-4 Mini Lab 	<i>BR: List the principles of menu planning.</i>
32	1-11-13	F	<i>I can successfully create entrees from a menu that I created.</i>	<ul style="list-style-type: none"> • BR • Ch. 12 Lab Based Activity 	<i>BR: Give an example that shows how to figure the markup-on-cost method of pricing.</i>
33	1-14-13	M	<i>I can successfully create entrees from a menu that I created.</i>	<ul style="list-style-type: none"> • BR ▪ Menu Planning Lab 	<i>BR: List the influences that impact menu pricing.</i>
34	1-15-13	T	<i>I can compare, contrast, and apply different cooking methods.</i>	<ul style="list-style-type: none"> • BR • Chapter 15-1,2,3 Notes ▪ Chapter 15 Activity 	<i>BR: What important factors are taken into account when using the psychological pricing method that are not used in the competitor's pricing method?</i>
35	1-16-13	W	<i>I can compare,</i>	<ul style="list-style-type: none"> • BR 	<i>BR: How is heat transferred in dry cooking</i>

			<i>contrast, and apply different cooking methods.</i>	<ul style="list-style-type: none"> • Chapter 15 Lab Activity Research ▪ Chapter 15 Test Review 	<i>techniques?</i>
36	1-17-13	R	<i>I can compare, contrast, and apply different cooking methods.</i>	<ul style="list-style-type: none"> • BR • Chapter 15 Test • Chapter 15 Lab Prep 	<i>BR: How does cooking affect a food's nutrient loss?</i>
37	1-18-13	F	<i>I can compare, contrast, and apply different cooking methods.</i>	<ul style="list-style-type: none"> • BR • Chapter 15 Cooking Techniques Lab (Moist Heat) 	<i>BR: What causes the pleasing aroma that occurs during cooking?</i>
	1-21-13	M	No School: Martin Luther King Jr. Day		
38	1-22-13	T	<i>I can compare, contrast, and apply different cooking methods.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Dry Heat Cooking Lab 	<i>BR: Why might you remove a roast from the oven a few minutes before it's done cooking?</i>
39	1-23-13	W	<i>I can compare, contrast, and apply different cooking methods.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Combination Cooking Lab 	<i>BR: Contrast pan-frying and deep-frying.</i>
40	1-24-13	R	<i>I can identify the quality characteristics of fresh, canned, frozen, and dried vegetables.</i>	<ul style="list-style-type: none"> • BR • Chapter 26-2 Notes ▪ Chapter 26-2 Mini Lab 	<i>BR: Explain how the flavor of meat is extracted during braising.</i>

41	1-25-13	F	<i>I can explain how to purchase and store varieties of fresh, canned, frozen, and dried vegetables.</i>	<ul style="list-style-type: none"> • BR • Fruit and Veggie Lab Plan ▪ Chapter 26 Test Review 	BR: List the eight groups in which vegetables are classified, and give two examples of each.
42	1-28-13	M	<i>I can demonstrate moist and dry cooking of vegetables.</i>	<ul style="list-style-type: none"> • BR ▪ Fruit and Veggie Lab 	BR: Explain the advantages of using canned, frozen, and dried vegetables in a foodservice operation.
43	1-29-13	T	<i>I can thoroughly explain topics studied in Chapter 26 of Culinary 2.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Chapter 26 Test 	BR: Describe one dry and one moist cooking method that can be used to cook vegetables.
Unit 5: Baking and Pastry Applications					
44	1-30-13	W	<i>I can explain proper methods of preparing yeast breads and rolls.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Chapter 28-2 Notes ▪ Pg. 639 Key Math Skills 	BR: What three vegetables are also classified as fruits?
45	1-31-13	R	<i>I can describe the process of fermentation in yeast doughs.</i>	<ul style="list-style-type: none"> • BR • Chapter 28-2 Test Review ▪ Lab Plan 	BR: List, in order, the stages involved in making regular yeast dough products.
46	2-1-13	F	<i>I can prepare quality yeast breads.</i>	<ul style="list-style-type: none"> • BR ▪ Shaped Yeast Bread Lab 	BR: Define fermentation and explain when it takes place.
	2-4-13	M	No School		
47	2-5-13	T	<i>I can identify and describe various types of gourmet desserts.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Chapter 28-2 Test • BR • Chapter 30-2 & 4 Notes ▪ Chapter 30-2 & 4 Activity 	BR: Explain how to prevent staling in yeast doughs.
48	2-6-13	W	<i>I can identify and</i>	<ul style="list-style-type: none"> • BR 	BR: Explain how sherbet and sorbet differ.

			<i>describe various types of gourmet desserts.</i>	<ul style="list-style-type: none"> • Chapter 30 Test Review ▪ Gourmet Desserts Plan 	
49	2-7-13	R	<i>I can identify and describe various types of gourmet desserts.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Chapter 30 Test ▪ Gourmet Desserts Plan 	<i>BR: Give two guidelines to follow when making a custard.</i>
50	2-8-13	F	<i>I can prepare various types of gourmet desserts.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Gourmet Desserts Lab Day 1 	<i>BR: Identify the common ingredients in Bavarians, chiffons, and mousses.</i>
51	2-11-13	M	<i>I can prepare various types of gourmet desserts.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Gourmet Desserts Lab Day 2 	<i>BR: Would waxy maize be an adequate thickener for frozen yogurt? Why or why not?</i>
52	2-12-13	T	<i>I can prepare various types of scratch cakes.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Scratch Cake Lab Plan 	<i>BR: Describe three tests for cake doneness.</i>
53	2-13-13	W	<i>I can prepare various types of scratch cakes.</i>	<ul style="list-style-type: none"> ▪ BR ▪ Scratch Cake Lab Day 1 	<i>BR: Explain how icing helps improve a cake.</i>
54	2-14-13	R	<i>I can prepare various types of scratch cakes.</i>	<ul style="list-style-type: none"> • BR • Scratch Cake Lab Day 2 	<i>BR: What is one thing you learned in Culinary 2 that you will possibly use later in life?</i>
55	2-15-13	F	<i>I can thoroughly explain topics studied in Culinary 2.</i>	<ul style="list-style-type: none"> • Final Review 	<i>BR: What was your favorite thing we did in Culinary 2 and your least favorite? Explain.</i>
	2-18-13	M	No School		
56	2-19-13	T	<i>I can thoroughly explain topics studied in Culinary 2.</i>	<ul style="list-style-type: none"> • Final Review 	<i>BR: What could I add or take away from Culinary 2 that would make the class better in some way?</i>

57	2-20-13	W	<i>I can thoroughly explain topics studied in Culinary 2.</i>	<ul style="list-style-type: none"> • Finals 	
58	2-21-13	R	<i>I can thoroughly explain topics studied in Culinary 2.</i>	<ul style="list-style-type: none"> • Finals 	
59	2-22-13	F		<ul style="list-style-type: none"> • Last Day of Trimester • Club Day 	