

Course Overview:

The knowledge and skills that are gained in Skill Development I will inherently provide a solid foundation in applications that the scholar will use in production kitchens and in the rest of their career. The scholar will be introduced to the fundamental concepts, skills and techniques of basic cookery and kitchen organization.

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1		Unit 2		Unit 3		Unit 4		Unit 5	
Communication and Management Essentials		Soups & Sauces		Vegetable and Starch Cookery		Seafood Cookery		Meat and Poultry Cookery	

Unit 1-Communication and Management Essentials	Understanding	Essential Question
<p>Mission/Vision Alignment:</p> <ul style="list-style-type: none"> • Tenacious <p>-Uses feedback to refine thinking or actions.</p> <ul style="list-style-type: none"> • Purposeful <p>-Listens to and seeks out varying perspectives as part of the think, decision making and problem solving.</p> <ul style="list-style-type: none"> • Advocacy <p>-Speaks confidently and is willing to respectfully voice opinions to advocate for self or others.</p>	<p>Enduring Understandings <i>Scholars will understand that...</i></p> <p>U1...communication is an essential part of working in a restaurant, and how personal characteristics effect communication.</p> <p>U2...the role ethics plays in the restaurant industry, and how a leader can develop a culture of high ethics in an organization.</p> <p>U3...the function of a leader as a goal setter, motivator, and teacher is an essential role in any successful restaurant operation.</p>	<p>Essential Questions <i>Scholars will consider such questions as...</i></p> <p>Q1...How can you overcome the barriers of effective communication?</p> <p>Q2...How is a culture of high ethical standards developed in a restaurant??</p> <p>Q3...What effect does an unresponsive manager have on the overall function of a restaurant?</p>

<p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 1,3,4,6,7,8,9,10</p>		
<p>Performance Task:</p> <p>Scholars will be working with local Employee Development Agency, BAD FISH Inc., to develop a personal Goggle Website which will contain their resume, career research and development plan as well as Job Descriptions they are most interested in pursuing. This web site is geared to follow the scholar throughout the remainder of the pathway to be used as a digital portfolio. This web site will be reviewed by BAD FISH as an effective means of communication for potential employers.</p> <p>BAD FISH will also be working on leadership and communication development with groups of our scholars.</p>		
<p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p>		

Unit 2- Soups & Sauces	Understanding	Essential Question
<p>Mission/Vision Alignment:</p> <ul style="list-style-type: none"> • Tenacious -Learns from mistakes; picks up and keeps going. • Purposeful -Focuses on the task at hand to get the job done. • Advocacy -Works collaboratively to achieve a goal or effect a change. 	<p>Enduring Understandings <i>Scholars will understand that...</i></p> <p>U1...stocks are the foundation of most culinary procedures and are broken down into several types.</p> <p>U2...the preparation of the ingredients for a stock varies depending upon type.</p> <p>U3...there are different procedures for cooling and degreasing stocks and soups.</p> <p>U4...classical sauces are broken into the “5 mother sauces” and all sauce derivatives come from these sauces.</p> <p>U6... sauces need to match the food they are preparing.</p> <p>U7...soup is a derivative of stock or broth and has several types based upon the ingredients used.</p>	<p>Essential Questions <i>Scholars will consider such questions as...</i></p> <p>Q1...What would a food service operation look like without stocks?</p> <p>Q2...How might a mire poix be used in other applications in the kitchen?</p> <p>Q3...What are the strengths and weaknesses of using a Mother Sauce as a base for all your sauces?</p> <p>Q4...Why can't you make Gumbo without a roux?</p>
<p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 2,4,7,8,10</p>		
<p>Performance Task:</p> <p>Scholars will work in groups to produce a soup from the categories studied. The soup will be prepared for the scholars at the Big Picture School. The scholars at Big Picture will be given an evaluation card to critique the soup and will give feedback. The culinary scholar groups will have another opportunity for “customer review” as each group will offer their soup as a tasting in the staff cafeteria and Metals Cafe, asking teachers to vote for the best soups. The finished soups will also be assessed using the standard Culinary Arts Kitchen Production Rubric.</p>		
<p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p>		

Unit 3- Vegetable and Starch Cookery	Understanding	Essential Question
<p>Mission/Vision Alignment:</p> <ul style="list-style-type: none"> • Tenacious <p>-Defines goals and develops a plan to meet them.</p> <ul style="list-style-type: none"> • Purposeful <p>-Thinks creatively and critically to solve problems, make decisions or takes actions.</p> <ul style="list-style-type: none"> • Advocacy <p>-Accepts differences and listens to the voice of others.</p>	<p>Enduring Understandings <i>Scholars will understand that...</i></p> <p>U1...there are different types of vegetables and starches that require unique purchasing and storage techniques.</p> <p>U2...vegetables are broken down by pigment and are cooked in a way as to not negatively affect color change.</p> <p>U3...starches require specific cooking techniques depending on the desired outcome of the finished product.</p>	<p>Essential Questions <i>Scholars will consider such questions as...</i></p> <p>Q1...Why can't you make a fruit salad with tomatoes?</p> <p>Q2...If you could cook a rainbow in acid rain what changes would you see?</p> <p>Q3...When cooking starches, what textures are impossible to produce?</p>
<p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 2,3,4,5,7,8,9,10</p>		
<p>Performance Task:</p> <p>Scholars will work in groups to setup a "Farmers Market" in the staff cafeteria. Each group will create a detailed explanation of the produce featured. The scholars will also perform demonstrations in the staff cafeteria explaining the best techniques to use for the featured vegetables and starch. The scholars will be assessed in two parts: 1. The scholars will be assessed on the completion of the produce facts sheets using the "Project Rubric". 2. The scholars will be assessed on the demonstration using the "Kitchen Production Rubric".</p>		
<p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p>		

Unit 4- Seafood Cookery	Understanding	Essential Question
<p>Mission/Vision Alignment:</p> <ul style="list-style-type: none"> • Tenacious <p>-Accesses resources necessary to get a job done- multiple resources if necessary.</p> <ul style="list-style-type: none"> • Purposeful <p>-Uses foundational knowledge and essential literacies to develop deeper understanding.</p> <ul style="list-style-type: none"> • Advocacy <p>-Communicates effectively for different purposes and audiences through a variety of media.</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 1,2,3,4,5,6,7,8,9,10</p>	<p>Enduring Understandings <i>Scholars will understand that...</i></p> <p>U1...seafood is highly perishable and requires inspection and grading for the various forms of seafood.</p> <p>U2...the various market forms and classifications of seafood have specific purchasing, fabricating, cooking and storage requirements.</p> <p>U3...seafood plays a large role in global cuisines.</p>	<p>Essential Questions <i>Scholars will consider such questions as...</i></p> <p>Q1...How do you handle seafood if you were taking some on a camping trip?</p> <p>Q2...What would you look at in order to classify a newly discovered species of fish?</p> <p>Q3...Why Can't you get the same fish-fry in Rochester that you get in Spain?</p>
<p>Performance Task:</p> <p>Scholars will independently research the cuisines of various countries and report on the uses of seafood from around the world. Each scholar will create a multi-media presentation reporting back to the class their research. Scholars will then work in groups to prepare a dish that represents some of the cuisines researched. The finished seafood dishes will be assessed using the standard Culinary Arts Kitchen Production Rubric.</p>		
<p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p>		

Unit 5- Meat and Poultry Cookery	Understanding	Essential Question
<p>Mission/Vision Alignment:</p> <ul style="list-style-type: none"> • Tenacious <p>-Takes risks in order to learn and grow.</p> <ul style="list-style-type: none"> • Think Purposefully <p>-Reflects on one’s own thinking and the thinking of others to inform future actions.</p> <ul style="list-style-type: none"> • Advocacy <p>-Leads by example.</p> <p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Restaurants & Food/ Beverage Services Career Pathway (HT-RFB) 1,2,3,4,5,6,7,8,9,10</p>	<p>Enduring Understandings <i>Scholars will understand that...</i></p> <p>U1...meat and poultry make up the bulk of the “center-of- the-plate” proteins and are marketed in various retail cuts.</p> <p>U2...inspection and grading of meats and poultry are essential elements of quality control.</p> <p>U3... knowledgeable purchasing and storage of meats and poultry are not only important from a sanitation perspective but also from a financial one.</p> <p>U4....the”Farm-to-Table” concept and sustainable restaurant practices are a driving force in the restaurant industry today.</p>	<p>Essential Questions <i>Scholars will consider such questions as...</i></p> <p>Q1...What makes protein the main event?</p> <p>Q2...How are you guaranteed you have wholesome quality proteins?</p> <p>Q3...How does safe protein handling effect the bottom line?</p> <p>Q4...In what ways has the “Farm-to-Table” movement effected the restaurant industry?</p>
<p>Performance Task:</p> <p>Scholars will conduct a “Farm-to-Table” research project on the protein industry. They will create a product map for the retail meats used in the restaurant industry. The scholars will uncover where their proteins come from and how it is processed. They will look into the flow of meats from the farm to the slaughter house and finally to our tables. They will also create a recipe that best highlights the qualities of some of the selected cuts of meat. The finished recipes will be assessed using the standard Culinary Arts Kitchen Production Rubric.</p>		
<p>Formative Assessments: Career Pathways programs will monitor universal employability skills for each scholar. These will be formally assessed with an Employability Profile.</p>		