

# Ganado Unified School District #20

## Culinary Arts Program

### PACING Guide SY 2018-2019

Resources	AZ College and Career Readiness Standard	Essential Question	Learning Goal	Vocabulary (Content/Academic)
<b>First Quarter</b>				
Foundations of restaurant management & culinary arts – National Restaurant Association – Year 2	QUARTER 1:	State who is legally responsible for providing a safe environment and ensuring safe practices.	SW demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled	Carcinogenic, corrosive, Hazard Communication Standard (HCS), health hazard, liability, Material Safety Data Sheet (MSDS), Occupational Safety and Health Administration (OSHA), Physical hazard, premises, toxic, worker’s compensation, arson, heat detector, smoke detector, cardiopulmonary resuscitation (CPR), first aid, Heimlich maneuver, accident, general safety audit, near miss
	11.3                      1.9	Define the role of Occupational Safety and Health Administration (OSHA) regulations.	SW demonstrate good personal hygiene/health practices. SW describe basic food borne illnesses and basic illness prevention measures.	
	CHAPTER 1,3,4	State in their own words the Hazard Communication Standard requirements for employers	SW list the major reasons for and recognize signs of food spoilage and contamination.	
	11.2                      1.12	Identify electrical hazards that contribute to accidental fires	SW describe cross contamination & use of acceptable procedures when preparing & storing potentially hazardous foods.	
	11.1                      1.13	Classify different types of fires and fire extinguishers	SW describe the methods of growth of microorganisms (FATTOM)	
	11.5                      1.15	Outline proper actions to take in the event of a		
	11.6                      1.16			
	11.7			
	11.8			
	11.9			
	1.4			
	1.3			
	1.5			
	1.1			
	1.2			
	1.3			
	PO 2 Generate clarifying questions in order to comprehend text			
PO 4 Connect information and events in text to experience and to related text and sources				
PO 5 Apply knowledge of organizational				

structure (ef., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension

LS-P2 Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience

Assessment used - answer questions on pg 62 Assessment used pg 9-12 ch 1 wkbk

Arizona's Common Core Standards – English Language Arts – Writing 9–12

**Writing Standards 9–12**

a.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c. Use narrative techniques, such as dialogue, pacing, description, ref

fire at a foodservice operation.

Describe the ways to prevent burns

List hazards that contribute to injury due to slips, trips, or falls

Outline proper procedures for cleaning up spills on floors

Demonstrate how to safely use ladders

Demonstrate proper lifting and carrying procedures to avoid injury

SW apply the fundamentals of time and temperature to cooking and reheating a variety of foods

SW list common causes of typical accidents & injuries in the food service industry. SW appropriate emergency policies for kitchens & dining room injuries.

SW demonstrate how to read, follow and execute a recipe. SW demonstrate knife skills. SW identify common spices & herbs

lection, and multiple plot lines, to develop experiences, events, and/or characters.

d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

c. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**(11--12.W.3)**



## Second Quarter

Foundations of restaurant management & culinary arts – National Restaurant Association – Year 2	3.1 3.2 3.3 3.4 6.1 6.2 6.3 6.4 6.5 5.1	5.2 5.3 4.1 4.2 4.3 4.4 9.3 9.2 9.4	Characterize the roles of carbohydrates, hormones, fiber, starch, and fats in people’s diets Identify foods that contain carbohydrates, fiber, starch, fats.	SW identify the different types of potatoes, and grains. SW complete graphic organizer to identify grains & describe their uses. TW explain legumes, pasta. SW complete graphic organizer to identify dried pasta & describe their uses. Use of graphic organizers will to identify & describe FOH & BOH position. TW explain working the front door, telephone etiquette,	Calorie, carbohydrate, cholesterol, essential fatty acid, fat, fiber, glucose, hormone, insulin, macronutrient, micronutrient, nutrient, oxidation, starch, amino acid,
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2.2 2.1, 2.3  
 LS-P1            LS-P2        Listening  
 & Speaking    RDG process concept 6:  
 PO 1,3,  
 PO 2 Generate clarifying questions  
 in order to comprehend text  
 PO 4 Connect information and  
 events in text to experience and to  
 related text and sources    PO 5  
 Apply knowledge of organizational  
 structure (ef., chronological order,  
 sequence-time order, cause and  
 effect relationships, logical order,  
 classification schemes, problem-  
 solution) of text to aid  
 comprehension  
 LS-P2 Deliver an impromptu speech  
 that is organized, addresses a  
 particular subject and is tailored to  
 the audience  
 Assessment used - answer questions  
 on pg 62 Assessment used pg 9-12  
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Arizona’s Common Core Standards –  
 English Language Arts – Writing 9–  
 12  
**Writing Standards 9–12**  
 a.  
 Write narratives to develop real o  
 r imagined experiences or events  
 using effective technique, well---  
 chosen details, and well---  
 structured event sequences.

Describe cholesterol and  
 foods in which it is  
 found.  
 Characterize the roles of  
 proteins, water,  
 vitamins, and minerals  
 in people’s diets and  
 identify foods that  
 contain these nutrients.  
 Differentiate between  
 complete and  
 incomplete proteins  
 Use Recommended  
 Dietary Allowances  
 (RDAs) and the food  
 Guide Pyramid to plan  
 meals  
 Describe a healthy diet  
 Interpret information on  
 a nutrition label  
 Identify recipes that  
 preserve nutrients in  
 quantity cooking  
 Suggest ways to make  
 recipes more healthful  
 Suggest healthful  
 substitutes for high fat  
 ingredients.

reservations, the reception desk,  
 taking reservation. TW explain  
 greeting & seating guests. SW  
 read pg 652-658. TW explain  
 service ware, cleaning service  
 utensils, washing tableware,  
 polishing. Assign culinary history  
 pg 656.SW read 659-668. Use of  
 graphic organizers, SW identify &  
 describe common service styles in  
 America, common international  
 service styles. TW explain the  
 serving of guests - starting the  
 meal, writing the order, serving  
 water & bread, serving beverages,  
 presenting the menu, serving  
 food, course sequence, afr dinner  
 bev, presenting the check, parting  
 company. TW explain basic  
 culinary skills pg 667. SW read pg  
 669-675. Watch a video on  
 handling customer complaints.  
 SW read pg 679-693, TW explain  
 the purpose of a menu, used as a  
 planning tool, as a communication  
 tool. Use of graphic organizers to  
 identify & describe types of  
 menus, planning a menu. TW  
 explain truth in menu laws. Use of  
 graphic organizers organizing &  
 designing a menu, writing a  
 menu. TW explain the factors  
 influencing menu prices. Use of  
 graphic organizer for students to  
 identify and describe menu  
 pricing methods. Assign culinary  
 math pg 697. Assign culinary  
 science on pg 700.

complete protein,  
 essential amino acid,  
 fat-soluble vitamin,  
 incomplete protein,  
 mineral, protein,  
 vitamin, water-  
 soluble vitamin,  
 Dietary Guidelines  
 for Americans, Food  
 Guide Pyramid,  
 Osteoporosis,  
 Recommended  
 Dietary Allowances,  
 caramelize, legume,  
 liaison, reduce, tahini

b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**(11---12.W.3)**





### Third Quarter

The Culinary Professional – John Draz/Christopher Koetke	1.1 1.2 1.3 1.4 1.5 1.6 1.9 1.14 1.15 4.1 4.2	4.3 6.1 4.4 6.2 7.1 6.3 7.2 7.3 7.4 7.5 8.1 8.2 8.3 8.4	Live five biological hazards Explain the difference between infection and intoxication Grapes spoil more quickly than raisins What is the temperature danger zone? Name two practices that protect against viral contamination in foodservice What information is include in a MSDS? List two metals that could result in chemical contamination if used for cooking or storing food. List six common allergens found in foods Explain the OSHA role in workplace safety List three safety features of the traditional chef jacket List five ways to prevent kitchen falls Explain the elements of knife construction and how they relate to quality, apply techniques to sharpen and maintain an edge on a knife	SW explain inter-relationships and workflow between dining room and kitchen operations. SW describe basic inventory procedures Explain physical hazards and how to prevent them Recognize eight common food allergens Summarize the importance of working with food safety Differentiate among biological, chemical and physical hazards	Foodborne illness Contamination Sanitation Biological hazard Potentially hazardous foods Spore Infection Intoxication Toxin mediated infection Temperature danger zone Virus Yeast Mold Parasite Chemical hazard Physical hazard Cross contact Pathogen bacteria Aerobic bacteria facultative bacteria pH, water activity leach material safety data sheets allergen kitchen hood fire suppression system occupational safety and health administration OSHA heat exhaustion
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using a steel and whetstone  
Implement proper storage and safety practices when using knives

heatstroke CPR AED  
fire extinguisher  
carbon steel, stainless steel, high carbon stainless steel, tang, bolster, steel, whetstone, parisienne  
scoop spider,  
smallwares, pot, pan, rondeau, sauteuse, sautoir, hotel pans, sheet pans,

**Fourth Quarter**

The Culinary Professional – John Draz/Christopher Koetke

- 5.1 10.5
- 5.2 6.4
- 5.2 10.6
- 6.5
- 5.3 10.7
- 9.1 10.8
- 9.2 10.9
- 9.3 10.10
- 9.4 12.1
- 10.1 12.2
- 10.2 12.3
- 10.3 12.4
- 10.4 12.5

PO 2 Generate clarifying questions in order to comprehend text  
PO 4 Connect information and events in text to experience and to related text and sources  
PO 5 Apply knowledge of organizational structure (ef., chronological order,

SW demonstrate the general rules of table setting. SW demonstrate & food presentation technique.  
SW demonstrate general rules of table services.  
SW describe proper procedures of issuing product according to requisition

sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension

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root & tuber vegetable – (7)  
carrots  
beets  
radishes  
turnips  
onion – white, yellow, red, pearl onions, green onions, scallions, shallots, leeks  
potatoes – long russet, long white, round russet, round white, round red, sweet, yams

stem vegetables (4)  
asparagus  
celery  
artichokes  
mushrooms



o develop experiences, events, and/or characters.

d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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