

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CULINARY ARTS MAGNET PROGRAM

INTRODUCTION TO COMMERCIAL FOODS

Grade Level: 9

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 22, 2011

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Introduction to Commercial Foods

Introduction

Course Philosophy

The Freehold Regional High School District's Culinary Arts Academy program of study consist of courses, training, experiences and activities that are specifically designed to develop and enhance student skills. These skills will prepare the students for entrance into employment positions, particularly in the food service job cluster concurrent with today's needs and standards.

This program of study will provide entry – level training with specific job objectives relative to current industry standards and meshed with student abilities. All students will evidence these abilities, aptitudes, and interest towards curriculum components both general and specific. Notable attention will be given to develop a well rounded student, demonstrating good citizenship with critical thinking skills. Industry standards and guidelines mandate demonstrated sound mental and physical health appropriate to ensure a safe work place for the preparation and service of safe foods.

Curricula are established to provide educational milestones and benchmarks to assist educators and parents in achieving student educational goals, foster efficient classroom instruction, and evaluate student growth. The vitality of the curriculum will come from the individual teacher whose knowledge, experience and creativity will make it meaningful for each student. It is hoped that this curriculum will provide a foundation for student learning and acquisition of skills to prepare for post secondary education, employment and ultimately, a productive member of society.

Course Description

Students earn five credits and the course is open to freshman students for the purpose of career exploration of the commercial food industry as an elective/practical arts class and a pre-requisite course to enter Introduction to Commercial Baking in the student's sophomore year. This class meets five days a week for one class period.

This is a skill proficiency-based program where students demonstrate the physical ability to successfully complete at least 80% of the skill based learning experience in a licensed commercial kitchen and restaurant with 100% demonstrated safety according to federal, state and local mandated guidelines. The successful completion of this rigorous course of study requires a minimal functional to moderate, literacy and math ability and a moderate to advanced demonstrated verbal/auditory communication; fine and gross motor skills ability in order to work and function in the commercial lab kitchens in a safe manner.

This course provides career exploration within the foodservice industry through the identification and preparation of standardized recipes and related pre-preparation activities and labs. Emphasis is placed on the safe and proper use of commercial equipment and food staples in preparing for quantity stock, soup, sauce, vegetables, pasta and protein based recipes. The student will develop organizational skills, including time management, communication and critical thinking skills. Professionalism in dress and personal care are mandatory. Positive work attitudes and employability skills are meshed into all aspects of curriculum application.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
9.4.12.1.56 9.4.12.1.66 9.4.12.1.62 9.4.12.1.74 9.4.12.1.77 9.4.12.1.80 9.4.12.1.81 9.4.12.1.(1).3 9.4.12. 1.55 9.4.12. 1.29 9.4.12. 1.28	Current industry standards mandate a thorough understanding and effective application of safety and sanitation measures involved with the professional use of commercial knives, small wares and equipment.	<p>What are the safety and sanitation guidelines for handling knives, small wares and equipment?</p> <p>Why must a manufacturer's and a facility manager's directions be strictly followed in the use of all commercial equipment?</p> <p>What are the safety implications with the proper matching of commercial food service equipment and small wares with the task?</p>	<p>Pre-test of equipment identification</p> <p>Anticipatory set: Evaluative questioning of safety understandings</p>	<p><i>Culinary Essentials</i> text and NRA <i>ServSafe</i> course book assigned chapter readings with chapter questions</p> <p>NRA ServSafe training videos</p> <p>Unit outline with related Industry Based Hand-outs</p> <p>Notebook entries</p> <p>State mandated safety and sanitation test: facility based with 100% accuracy grade</p> <p>Chef Instructor observations of demonstrated safety and sanitation applications and professionalism with a daily/weekly grading rubric on production and formal labs</p> <p>Hand-outs: Culinary Academy Facility based rules and guidelines</p> <p>Demonstrated use of knives, small wares and equipment in a safe, sanitary and professional manner with grading rubric for formal and production labs</p>	<p>Portfolio entries of unit work including: formal lab sheets with safety applications applied to commercial equipment and small wares</p> <p>Midterm examination</p> <p>Final examination</p>

<p>9.4.12.1.56 9.4.12.1.66 9.4.12.1.62 9.4.12.1.74 9.4.12.1.77 9.4.12.1.80 9.4.12.1.81 9.4.12.1.(1).3 9.4.12.1.55 9.4.12.1.29 9.4.12.1.28</p>	<p>Basic functionality in a commercial kitchen in a safe and sanitary way involves the proper identification and use of knives, small wares and equipment.</p>	<p>What are the safety and sanitation guidelines for handling knives, small wares and equipment? Why must a manufacturer's and facility manager's directions be strictly followed in the use of all commercial equipment? What are the safety implications with the proper matching of commercial food service equipment and small wares with the task? Why is proper hand washing and personal hygiene critical for the service of safe foods? What is the importance of purchasing foods from a reputable vendor?</p>	<p>Pre-test of equipment identification Anticipatory set: Evaluative questioning of safety understandings</p>	<p><i>Culinary Essentials</i> text and NRA <i>ServSafe Course Book</i> assigned chapter readings with chapter questions NRA ServSafe training videos Unit outline with related Industry Based Hand-outs Notebook entries State mandated safety and sanitation test: facility based with 100% accuracy grade Chef Instructor observations of demonstrated safety and sanitation applications and professionalism with a daily/weekly grading rubric on production and formal labs Hand-outs: Culinary Academy Facility based rules and guidelines Demonstrated use of knives, small wares and equipment in a safe, sanitary and professional manner with grading rubric for formal and production labs</p>	<p>Portfolio entries of unit work including: formal lab sheets with safety applications applied to commercial equipment and small wares Midterm examination Final examination</p>
<p>9.4.12.1.56 9.4.12.1.66 9.4.12.1.62 9.4.12.1.74 9.4.12.1.77 9.4.12.1.80 9.4.12.1.81 9.4.12.1.(1).3 9.4.12.1.55 9.4.12.1.29 9.4.12.1.28 9.4.12.1.81 9.4.12.1.72 9.4.12.1.69 9.4.12.1.66</p>	<p>Demonstrated professionalism and career exploration applied to portfolio development provide logical and appropriate materials for authentic assessment and informed decisions for career planning and opportunities.</p>	<p>What would be a logical course of action to explore and plan a career in the food service job cluster through portfolio development? What is a career portfolio and suggested components? What roles do good verbal and written communication skills play in the successful employment of the food service worker? How is technology used to enhance the professional persona? How can valid resources for research and consulting be validated and identified? How can academic and skill proficiencies be documented and evaluated through portfolio development? How does researching the history of famous chefs and food develop a better understanding of today's food culture?</p>	<p>Anticipatory set questioning followed by student's pre learned career and professionalism knowledge survey</p>	<p>Research Paper: the history of famous chefs training and the correlation to current options/requirements for formal training in the food service industry NSO: Skills USA club activities Guest speakers and culinary demonstrations College presenters Portfolio development of daily academic and skill proficiency documentation for assessment Culinary Arts Academy hand-out: Mandatory guidelines for proper dress and personal hygiene Grading rubrics on labs and research projects for demonstrated professionalism, proper dress and communication skills Community service activities</p>	<p>Entry of research project into career portfolio for authentic summative assessment</p>

<p>9.4.12.1.56 9.4.12.1.66 9.4.12.1.62 9.4.12.1.74 9.4.12.1.77 9.4.12.1.80 9.4.12.1.81 9.4.12.1.(1).3 9.4.12. 1.55 9.4.12. 1.29 9.4.12. 1.28 9.4.12. 1.81 9.4.12. 1.72 9.4.12. 1.69 9.4.12. 1.66</p>	<p>Good personal hygiene and proper dress for the food service worker is the critical first step for a safe and sanitary food service operation.</p>	<p>What are the expectations for personal hygiene for the food service worker? Why is proper hand washing a critical task in the preparation and service of safe foods?</p>	<p>Anticipatory set questioning followed by student's pre learned career and professionalism knowledge survey</p>	<p>Research paper: the history of famous chefs training and the correlation to current options/requirements for formal training in the food service industry NSO: Skills USA club activities Guest speakers and culinary demonstrations College presenters Portfolio development of daily academic and skill proficiency documentation for assessment Culinary Arts Academy hand-out: Mandatory guidelines for proper dress and personal hygiene Grading rubrics on labs and research projects for demonstrated professionalism, proper dress and communication skills Community service activities</p>	<p>Entry of research project into career portfolio for authentic summative assessment</p>
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<p>9.4.12.I.83 9.4.12.I.84 9.4.12.I.(1).1 9.4.12.I.(1).3 9.4.12.I.81 9.4.12.I.80 9.4.12.I.77 9.4.12.I.74 9.4.12.I.62</p>	<p>Understanding the components of standardized recipes and applying the concepts of basic cooking methods with demonstrated skill proficiency is necessary for successful completion and service of safe and quality food products.</p>	<p>What are standardized recipes and its components? How does consistency of food products prepared through established standardized recipes contribute to the success of a food operation? How does the consistent use of a food operation's standardized recipes lend to a "safe food" product? What is the importance of mastering accurate measuring techniques as part of a standardized recipe? What is mise en place? What are kitchen staples? List items in their categories for a specific food service operation. What is the role of flavorings and seasoning in the preparation of standardized recipes? What basic cooking methods could be used in many standardized recipes in commercial food service operations?</p>	<p>Pre-test</p>	<p>Class and home work assignment: Class text: <i>Culinary Essentials</i> reading assignment with related chapter(s) questions Chef Instructor lecture/demonstrations with student note-taking Teacher made hand-outs of unit outline and related lesson components Formal and production labs Do now math assignments Unit quiz and test (written)</p>	<p>Entry of formal lab sheets into summative work portfolio Midterm examination Final examination</p>
<p>9.4.12.I.83 9.4.12.I.84 9.4.12.I.(1).1 9.4.12.I.(1).3 9.4.12.I.81 9.4.12.I.80 9.4.12.I.77 9.4.12.I.74 9.4.12.I.62</p>	<p>Standardized recipes are inherent to the consistent production of a consistent and safe food product.</p>	<p>What is a standardized recipe and components? How does consistency of food products prepared through established standardized recipes contribute to the success of a food operation? How does the consistent use of a food operation's standardized recipes lend to a "safe food" product? What is the importance of mastering accurate measuring techniques as part of a standardized recipe? What is mise en place? What are kitchen staples? List items in their categories for a specific food service operation. What is the role of flavorings and seasoning in the preparation of standardized recipes? What basic cooking methods could be used in many standardized recipes in commercial food service operations?</p>	<p>Pre-test</p>	<p>Class and home work assignment: Class text: <i>Culinary Essentials</i> reading assignment with related chapter(s) questions Chef Instructor lecture/demonstrations with student note-taking Teacher made hand-outs of unit outline and related lesson components Formal and production labs Do now math assignments Unit quiz and test (written)</p>	<p>Entry of formal lab sheets into summative work portfolio Midterm examination Final examination</p>

<p>9.4.12. I.3 9.4.12. I.8 9.4.12. I.9 9.4.12. I.10 9.4.12. I.15 9.4.12. I.19</p>	<p>Identifying and demonstrating industry standards for all basic food preparation skills are necessary to develop all culinary practices and skill proficiencies.</p>	<p>Why is demonstrated skill proficiency in all basic food preparation necessary in relation to safety, nutrition, taste and textures? What are the advantages of proficient knife skills? What are the most common heat applications and matching standardized recipes used in commercial food service operations? What are industry standards for processing commercial foods?</p>	<p>Anticipatory set questions Review of pre-learned "base" materials</p>	<p>Class and home work assignment: Class text: <i>Culinary Essentials</i> reading assignment with related chapter(s) questions Chef Instructor lecture/demonstrations with student note-taking Formal and production labs Teacher made hand-outs of unit outline and related lesson components Do now math assignments Unit written quiz/test</p>	<p>Entry of formal lab sheets into career portfolio Midterm examination Final examination</p>
<p>9.4.12. I.3 9.4.12. I.8 9.4.12. I.9 9.4.12. I.10 9.4.12. I.15 9.4.12. I.19</p>	<p>Proper methods of food processing and handling procedures reduce the outbreaks of food borne illnesses.</p>	<p>Why is demonstrated skill proficiency in all basic food preparation necessary in relation to safety, nutrition, taste and textures? What are the advantages of proficient knife skills? What are the most common heat applications and matching standardized recipes used in commercial food service operations? What are industry standards for processing commercial foods?</p>	<p>Anticipatory set questions Review of pre-learned "base" materials</p>	<p>Class and home work assignment: Class text: <i>Culinary Essentials</i> reading assignment with related chapter(s) questions Chef Instructor lecture/demonstrations with student note-taking Formal and production labs Teacher made hand-outs of unit outline and related lesson components Do now math assignments Unit written quiz/test</p>	<p>Entry of formal lab sheets into career portfolio Midterm examination Final examination</p>

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<p>9.4.12. I.17 9.4.12. I.18 9.4.12.I.10 9.4.12.I.11 9.4.12.I.14 9.4.12.I.15 9.4.12.I.17 9.4.12.I.55 9.4.12.I.56 9.4.12.I.83 9.4.12.I.(1).3 9.4.12.I.84</p>	<p>Informed and quality Customer Service following Front House established procedures provides for the efficient and effective service of safe and quality foods.</p>	<p>Why are good communication skills necessary for front house food operations? What are ways that front and back house operations successfully communicate? What is the American style of food service? What food and customer safety issues should be identified for efficient and effective customer service? Why is a thorough knowledge of beverage preparation and service integral to the employment success of the server and the reputation of the food service operation?</p>	<p>Anticipatory set questions Personal survey: customer service</p>	<p>Class and home work assignment: Class text: <i>Culinary Essentials</i> reading assignment with related chapter(s) questions. Chef Instructor lecture/demonstrations with student note-taking Teacher made hand-outs of unit outline and related lesson components Do now math assignments Open ended literacy question Role play Unit written quiz/test Formal and production labs</p>	<p>Portfolio entries of work samples Midterm examination Final examination</p>
<p>9.4.12. I.17 9.4.12. I.18 9.4.12.I.10 9.4.12.I.11 9.4.12.I.14 9.4.12.I.15 9.4.12.I.17 9.4.12.I.55 9.4.12.I.56 9.4.12.I.83 9.4.12.I.(1).3 9.4.12.I.84</p>	<p>The basic concepts for the American style of dining room service can be used as a model for safe, effective, and efficient food and beverage service.</p>	<p>Why are good communication skills necessary for front house food operations? What are ways that Front and Back House operations successfully communicate? What is the American style of food service? What food and customer safety issues should be identified for efficient and effective customer service? Why is a thorough knowledge of beverage preparation and service integral to the employment success of the server and the reputation of the food service operation?</p>	<p>Anticipatory set questions Personal survey: customer service</p>	<p>Class and home work assignment: Class text: <i>Culinary Essentials</i> reading assignment with related chapter(s) questions Chef Instructor lecture/demonstrations with student note-taking Teacher made hand-outs of unit outline and related lesson components Do now math assignments Open ended literacy question Role play Unit written quiz/test Formal and production labs</p>	<p>Portfolio entries of work samples Midterm examination Final examination</p>

Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
<p>Unit 1: Safety and Sanitation Applied to Knives, Small Wares and Equipment</p>	<p>Current industry standards mandate a thorough understanding and effective application of safety and sanitation measures involved with the professional use of commercial knives, small wares and equipment.</p> <p>Basic functionality in a commercial kitchen in a safe and sanitary way involves the proper identification and use of knives, small wares and equipment.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Function in a commercial kitchen demonstrating safe and sanitary culinary applications while using knives, small wares and equipment. 2. Identify and match tasks with appropriate knives, small wares and equipment. 3. Identify regulatory agencies and interpret their guidelines and mandates to the successful production of safe foods in a safe work environment. 4. Demonstrate safety with 100% accuracy. 	<p>2 weeks Ongoing</p>
<p>Unit 2: Professionalism and Career Exploration Through Portfolio Development</p>	<p>Demonstrated professionalism and career exploration applied to portfolio development provide logical and appropriate materials for authentic assessment and informed decisions for career planning and opportunities.</p> <p>Good personal hygiene and proper dress for the food service worker is the critical first step for a safe and sanitary food service operation.</p> <p>Good communication skills are paramount to the safe and efficient operation of a food service establishment.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define and interpret and apply the criteria for demonstrated professionalism in the food service job cluster. 2. Chart a logical course of action to explore careers in the food service job cluster. 3. Organize a collection of work samples and materials to reflect a professional persona in the hospitality and tourism job cluster. 4. Identify technology that will enhance the professional persona in the Hospitality and Food Service Job Cluster. 	<p>2 weeks Ongoing</p>
<p>Unit 3: Standardized Recipes: Concepts and Applications</p>	<p>Understanding the components of a standardized recipes and applying the concepts of Basic Cooking Methods with demonstrated skill proficiency is necessary for successful completion and service of safe and quality food products.</p> <p>Standardized recipes are inherent to the consistent production of a consistent and safe food product.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze and prepare a standardized recipe according to industry standards. 2. Identify and apply measuring concepts to standardized recipes. 3. Define and categorize kitchen staples appropriate for an identified food service establishment. 4. Apply basic cooking concepts to a standardized recipe to produce a safe food product. 	<p>4 weeks Ongoing</p>

<p>Unit 4: Basic Food Preparation: Knife Skills, Heat Application and Processing Techniques</p>	<p>Identifying and demonstrating industry standards for all basic food preparation skills are necessary to develop all culinary practices and skill proficiencies. Proper methods of food processing and handling procedures reduce the outbreaks of food borne illnesses.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Chart and demonstrate basic knife skill proficiency tasks according to industry standards. 2. Define all heat applications and match to appropriate recipe. 3. Interpret safety guidelines and requirements applicable to all food preparation tasks. 4. Process, properly store all foods/finished products according to industry standards and the facility HACCP Plan. 	<p>6 weeks Ongoing</p>
<p>Unit 5: Menu Planning and Nutrition Applied to Breakfast</p>	<p>Industry standards and guidelines for planning a nutritional menu are a critical foundation to building a successful food service operation offering breakfast service. There are specific industry standards and guidelines for the design and delivery of the breakfast menu. Short order cooking techniques and concepts must be identified and demonstrated for successful delivery of the breakfast menu considering food safety.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the common categories on a commercial food service menu 2. Design a variety of captive audience breakfast menus. 3. Interpret the Food pyramid and apply nutritional guidelines to breakfast menu planning 4. Explore the career requirements for short order and line cooks. 5. Identify and interpret the task analysis for short order cooking. 6. List and apply all food safety criteria, guidelines and mandates that are needed to successfully prepare breakfast menu foods. 	<p>8 weeks Ongoing</p>
<p>Unit 6: Menu Planning and Nutrition Applied to Lunch and Dinner</p>	<p>Industry standards and guidelines for planning a nutritional menu are a critical foundation to building a successful food service operation offering lunch and dinner service. Food textures, tastes, nutritional values and food costs appropriate for the audience must be considered in all menu offerings. The classic lunch and dinner menu clearly identifies and includes distinct categories</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast the similarities and differences of lunch and dinner menu components. 2. Design a variety of ala carte lunch and dinner menus for different audiences. 3. Validate the incorporation of nutritional standards on lunch and dinner menus. 4. Explain the role of the kitchen brigade in successful staffing back house food operations serving ala carte lunch and dinners. 5. List and apply all food safety criteria, guidelines and mandates that apply to lunch and dinner menu foods. 	<p>8 weeks Ongoing</p>

<p>Unit 7: Front House Procedures: Dining Room and Beverage Service</p>	<p>Informed and quality customer service following front house established procedures provides for the efficient and effective service of safe and quality foods. The basic concepts for the American Style of dining room service can be used as the model for safe, effective, and efficient food and beverage service.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify industry standards for front house dining room operations. 2. Interpret the industry standards for the American style of customer/dining room service. 3. List common beverages and proper criteria for their service in a commercial food service operation. 4. Identify and demonstrate communication skills and professional demeanor in line with customer service in front house operation job descriptions. 5. Identify and match standardized beverage recipes/ procedures with proper equipment and service ware(s). 6. List and apply all safety guidelines and regulations that apply to front house personnel and food handling and customer service. 	<p>2 weeks Ongoing</p>
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Unit 01: Introduction to Commercial Foods

Safety and Sanitation Applied to Knives, Small Wares and Equipment

Enduring Understandings:

Current industry standards mandate a thorough understanding and effective application of safety and sanitation measures involved with the professional use of commercial knives, small wares and equipment.

Basic functionality in a commercial kitchen in a safe and sanitary way involves the proper identification and use of knives, small wares and equipment.

Essential Questions:

What are the safety and sanitation guidelines for handling knives, small wares and equipment?

What influence does the Federal Department of Agriculture have on the hospitality and tourism job cluster?

What role does the N.J. sanitary code 24 play in serving safe food?

How does right to know address chemical use in the work place?

What involvement does the National Safety Foundation (NSF) have with the selection and use of commercial food service small wares and equipment?

Why must manufacturer's and facility manager's directions be strictly followed in the use of all commercial equipment?

How do all of the guidelines and concepts of preparing safe foods prevent food borne illnesses?

What effect do Labor Laws have on a food service operation?

What role does OSHA play to ensure a safe work environment?

What are the safety implications with the proper matching of commercial food service equipment and small wares with the task?

Why is proper hand washing and personal hygiene critical for the service of safe foods?

What is FATTOM and what role does this play in safe food service?

What is the importance of purchasing foods from a reputable vendor?

What is the effect of practicing FIFO when storing and stocking foods?

What role does the danger zone play in the proper storing, holding and serving hot and cold foods?

How can physical, biological and chemical hazards be prevented?

How do proper lifting techniques, the compliance with fire safety rules, and basic knowledge of first aid procedures contribute to a safe work place?

Unit Goals:

Students will be able to:

1. Function in a commercial kitchen demonstrating safe and sanitary culinary applications while using knives, small wares, and equipment.
2. Identify and match tasks with appropriate knives, small wares and equipment.
3. Identify regulatory agencies and interpret their guidelines and mandates to the successful production of safe foods in a safe work environment.
4. Demonstrate safety with 100% accuracy.

Recommended Duration: 2 weeks and ongoing

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the safety and sanitation guidelines for handling knives, small wares and equipment?</p>	<p>Identify and interpret factors that govern and regulate the guidelines of a commercial food service operation that are relevant to the safe and sanitary handling of knives, small wares and equipment</p> <p>Identify and interpret manufacturer guidelines for the proper use of equipment</p> <p>There are industry standards for knife skills and knife cuts</p>	<p>Culinary Academy rules</p> <p>Commercial knives, small wares and equipment</p> <p>Videos</p> <p>Technology: computer lab/ internet</p>	<p>Lecture, class discussion and application of the Culinary Academy's facility based guidelines and rules for safety and sanitation applicable to the safe and sanitary handling of knives, small wares and equipment</p> <p>Teacher demonstration and explanation of proper use of knives, equipment and small wares</p> <p>Displays and digital picture charts of small wares, knives and equipment</p> <p>Formal and production lab activities introducing/ focusing on specific knives, small wares and equipment used in the student run restaurant</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p>
<p>What involvement does the National Safety Foundation (NSF) have with the selection and use of commercial food service small wares and equipment?</p>	<p>Compare Culinary Academy standards for professional and good personal hygiene to NRA ServSafe guidelines and NJ Board of Health code 24 to determine compliance</p> <p>Understand and follow all governing regulations and guidelines</p> <p>Identify and interpret factors that govern and regulate the guidelines of a commercial food service operation</p> <p>Establish criteria to maintain a safe work place</p>	<p>ServSafe course book</p> <p>Class text: <i>Culinary Essentials</i></p> <p>Culinary Academy rules</p> <p>Videos</p> <p>Manufacturer's manuals/instructions for commercial equipment</p> <p>Technology: computer lab/ internet</p>	<p>Lecture, class discussion and application of the Culinary Academy's facility based guidelines and rules for safety and sanitation applicable to the safe and sanitary use of commercial equipment</p> <p>Identifying and focusing on manufacturer's directions which focus on safety, formal and production lab activities related to the student run restaurant are completed</p> <p>Research online the National Safety Foundation and identify their trade mark on small wares, knives and equipment used in the student run restaurant</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p>

<p>How do all of the guidelines and concepts of preparing Safe Foods prevent food borne illnesses?</p>	<p>Practice set standards for receiving, storing, handling and serving safe food</p> <p>Demonstrate continued accuracy (100%) in safety and sanitation procedures for receiving, handling, storing and serving safe food in a sanitary facility</p> <p>Identify Critical Control Points (CCP) in preparation of foods in a commercial operation and understand the need for the facility identified Hazard Analysis of Critical Control Points (HACCP)</p> <p>Research common food borne illnesses and their sources</p>	<p>Class text: <i>Culinary Essentials</i></p> <p>Culinary 2 student presentations of facility based safety and sanitation</p> <p>Culinary Academy rules videos</p> <p>Standardized recipes in Culinary Academy format with identified HACCP procedures.</p> <p>Technology: computer lab/ Internet</p>	<p>Lecture, class discussion and application of the Culinary Academy's facility based guidelines and rules for safety and sanitation applicable to the receiving, storing, handling and serving safe foods relevant to the student run restaurant</p> <p>Formal and production lab activities related to the student run restaurant using standardized recipes that are in Culinary Academy format, identifying HACCP and food safety concepts</p> <p>View and comment on videos from the National Restaurant Association; ServSafe training and facility based materials</p> <p>Research food borne illnesses and ways to prevent incidences</p> <p>Materials introduced and reinforced in formal and production labs</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p>
<p>What influence does the Federal Department Agriculture; the NRA ServSafe guidelines have on the hospitality and tourism job cluster?</p>	<p>There are mandatory guidelines and regulations set by local, state and federal agencies that all food service operations must be in compliance with</p> <p>The preparation and service of safe food is paramount in any food operation</p>	<p>NRA ServSafe course book and training videos</p> <p>Internet web site of the FDA</p>	<p>Lecture, class discussion and application of the Culinary Academy's facility based guidelines and rules for safety and sanitation applicable to the safe and sanitary use of commercial equipment</p> <p>Identifying and focusing on manufacturer's directions which focus on safety, formal and production lab activities related to the student run restaurant are completed</p> <p>Research online the National Safety Foundation and identify their trade mark on small wares, knives and equipment used in the student run restaurant</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p>

<p>What role does the N.J. Sanitary code 24 play in serving safe food considering: Food borne illnesses; FATTOM; the danger zone and cross contaminants?</p>	<p>The N.J. Sanitary code 24 is the local guideline for preparing and serving safe foods considering, food borne illness, the danger zone and biological, chemical and physical hazards</p> <p>It is the law that all food service operations prepare and serve their foods under the specific direction and guidelines of state, local and federal agencies</p>	<p>N.J. Sanitary code 24</p> <p>NRA ServSafe course book and training videos</p>	<p>Lecture, class discussion and application of the Culinary Academy's facility based guidelines and rules for safety and sanitation applicable to the safe and sanitary use of commercial equipment</p> <p>Identifying and focusing on manufacturer's directions which focus on safety, formal and production lab activities related to the student run restaurant are completed</p> <p>Research online the National Safety Foundation and identify their trade mark on small wares, knives and equipment used in the student run restaurant</p> <p>Materials introduced and reinforced in formal and production labs</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p>
<p>What involvement does the National Safety Foundation (NSF) have with the selection and use of commercial food service small wares and equipment?</p>	<p>Equipment and small wares used in a commercial food operation must be NSF approved?</p> <p>Check all equipment and small wares for the NSF label/insignia</p> <p>NSF approved equipment and small wares can be easily sanitized to prevent food borne illness and contaminants</p>	<p>Examples of small wares and equipment with the NSF insignia</p> <p>NRA ServSafe course book and training videos</p>	<p>Lecture, class discussion and application of the Culinary Academy's facility based guidelines and rules for safety and sanitation applicable to the safe and sanitary use of commercial equipment</p> <p>Identifying and focusing on manufacturer's directions which focus on safety, formal and production lab activities related to the student run restaurant are completed</p> <p>Research online the National Safety Foundation and identify their trade mark on small wares, knives and equipment used in the student run restaurant</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy)</p> <p>Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation</p> <p>Formal and production lab safety/sanitation assessment criteria</p> <p>Worksheets</p>

<p>What effect do Labor Laws, OSHA, and Right to Know have on a food service operation?</p>	<p>A safe work place is desirable for a professional environment which is in compliance with local, state and federal guidelines</p>	<p>Internet website for Labor Laws, OSHA and Right to Know Copies of Culinary Academy Right to Know Information</p>	<p>Lecture and class discussion of Labor Laws, OSHA and Right to Know with application to Culinary Academy activities and labs Review of Right to Know chemicals that are used in the culinary academy Internet site review</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy) Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation Formal and production lab safety/sanitation assessment criteria</p>
<p>How do proper lifting techniques, the compliance with fire safety rules and basic knowledge of first aide procedures contribute to a safe work place?</p>	<p>All employees are entitled to a safe workplace All food service operations should have safety rules and protocol for safety training of their employees The practice of proper lifting techniques prevents employee injuries</p>	<p>NRA ServSafe course book and training videos NRA ServSafe course book and training videos Culinary Academy rules</p>	<p>Lecture, student note taking and teacher demonstration/role play of proper lifting and safety techniques Teacher-made outline and hand-outs Materials introduced and reinforced in formal and production labs</p>	<p>Teacher-made facility based safety and sanitation test (pass with 100% accuracy) Daily grading rubric according to rubric for safety and sanitation as per chef instructor professional observation Formal and production lab safety/sanitation assessment criteria</p>

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment items and time restraints, one-to-one teacher support, extended testing time, and use of visual and auditory teaching methods. This wide variety of assessments, strategies, and hands-on evaluations complement the individual learning experience. Skill performance tasks can be broken down into smaller tasks (when safety appropriate)

Technology

Students have use of a Culinary Academy computer lab and lap top lab to complete internet research projects and literacy assignments. Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products.

Overhead LCD projector is used to present teacher materials and student work.

College and Workplace Readiness

The skills in this unit can be applied to any work environment in the hospitality and food service job cluster as the demonstrated skills are mirrored to and in compliance with all national, state and local mandates/ guidelines.

All labs are completed in a licensed commercial food service operation with NSF approved small wares, knives and equipment. The setting provides for job shadowing and sampling in an authentic setting.

This curriculum is articulated with several colleges and universities providing four year program of study Culinary Arts Academy students a smooth transition from high school to post secondary education and career.

Unit 02: Introduction to Commercial Foods

Professionalism and Career Exploration Through Portfolio Development

Enduring Understandings:

Demonstrated professionalism and career exploration applied to portfolio development provide logical and appropriate materials for authentic assessment and informed decisions for career planning and opportunities.

Good personal hygiene and proper dress for the food service worker is the critical first step for a safe and sanitary food service operation.

Good communication skills are paramount to the safe and efficient operation of a food service establishment.

Essential Questions:

What skills are needed to make an informed career decision in the food service job cluster?

What would be a logical course of action to explore and plan a career in the food service job cluster through portfolio development?

What is a career portfolio and suggested components?

What are the expectations for personal hygiene for the food service worker?

Why is proper hand washing a critical task in the preparation and service of safe foods?

What roles do good verbal and written communication skills play in the successful employment of the food service worker?

How is technology used to enhance the professional persona?

How does effective time management and organizational skills impact the success of the food service worker?

How can valid resources for research and consulting be validated and identified?

How can academic and skill proficiencies be documented and evaluated through portfolio development?

How does researching the history of famous chefs and food develop a better understanding of today's food culture?

Why is job sampling a realistic way to approach career exploration?

How can the modern day kitchen brigade and front and back house Stations be an index for exploring careers in the food service job cluster?

Unit Goals:

1. Define and interpret and apply the criteria for demonstrated professionalism in the food service job cluster.
2. Chart a logical course of action to explore careers in the food service job cluster.
3. Organize a collection of work samples and materials to reflect a professional persona in the hospitality and tourism job cluster.
4. Identify technology that will enhance the professional persona in the Hospitality and Food Service Job Cluster.

Recommended Duration: 2 weeks and ongoing

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the expectations and critical components of a career portfolio?</p>	<p>Planning a logical course of action to make an informed career decision through portfolio development outlined activities</p> <p>Reviewing the Culinary Academy's portfolio requirements for freshman year course work: Introduction to Commercial Foods</p> <p>Active participation in the national student organization Skills USA to develop skill proficiencies and work ethics which can be documented in career portfolio entries</p> <p>Identified organizational skills to develop a career portfolio demonstrating and documenting work ability samples</p>	<p>Computer lab with software programs</p> <p>Portfolio covers and materials flash drives</p> <p>Digital cameras</p> <p>Professional organizations/partnerships</p> <p>Culinary library</p> <p>Class room text: <i>Culinary Essentials</i></p> <p>Internet resources</p>	<p>Teacher lecture with student note-taking</p> <p>Culinary Academy portfolio</p> <p>Requirements for Introduction to Commercial Foods</p> <p>Completed portfolio samples</p> <p>Advisement of participation with NSO Skills USA activities and after school meetings, community service events and competitions</p> <p>Guest presenters from Chef's Association and Culinary Colleges/Universities</p> <p>Skill presentations from Senior class members and members of the professional community/advisory board members</p>	<p>Career portfolio entries quizzes/test/examination</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>
<p>What are the personal hygiene and dress code mandates and guidelines for the food service worker?</p>	<p>Identification, analysis, and demonstrated compliance with all Board of Health and Culinary Academy personal hygiene and dress codes, both mandated and recommended</p>	<p>Computer lab with software programs</p> <p>NJ Board of Health code 24 NRA ServSafe course book/hand-outs</p> <p>Professional organizations/partnerships</p> <p>Culinary library</p> <p>Class room text: <i>Culinary Essentials</i></p> <p>Internet resources</p>	<p>Teacher lecture with student note-taking</p> <p>Presentations from Senior class members and members of the professional community/advisory board members</p> <p>Hand-outs: proper dress and personal hygiene (Culinary Academy and NRA ServSafe)</p> <p>All labs have identified dress/personal hygiene professional expectations both written and implied</p>	<p>Career portfolio entries quizzes/test/examination</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>

<p>How can the modern day kitchen brigade front and back house stations be an index for exploring careers in the food service job cluster?</p>	<p>The history of the kitchen brigade through modern times</p> <p>Identified skills appropriate for successful completion of job tasks in the front and back house operations of a food service operation</p> <p>Job sampling stations/jobs in the licensed student run restaurant</p>	<p>Commercial kitchens/dining room</p> <p>Computer lab with software programs</p> <p>Portfolio covers and materials</p> <p>Flash drives</p> <p>Digital cameras</p> <p>Professional organizations/partnerships</p> <p>Culinary library</p> <p>Class room text: <i>Culinary Essentials</i></p> <p>Internet resources</p>	<p>Teacher lecture with student note-taking</p> <p>Assigned reading(s) from class text and culinary library</p> <p>Assigned research paper to identify skills and positions within the food service job cluster and criteria to achieve this goal</p> <p>Active demonstration of skill proficiency matched with jobs in the stations of the student run restaurant</p>	<p>Career portfolio entries</p> <p>Quizzes/test/examination</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>
<p>How does the use of technology compliment good communication skills in the world of work?</p>	<p>Demonstrating good verbal, written and listening skills in the production and formal lab applications in the student run restaurant</p> <p>Communicating through the use of technology e.g. computer lab/software, lap top computer, digital cameras, LCD projectors</p> <p>Documenting work samples through technology to enhance the professional persona in the career portfolio</p>	<p>Computer lab with software programs</p> <p>portfolio covers and materials</p> <p>flash drives</p> <p>digital cameras</p> <p>Professional organizations/partnerships</p> <p>Internet resources</p>	<p>Use of computers, computer software and assorted media to document/ present skills and work in the student's career portfolio for authentic assessment</p> <p>Lab sheets and standardized recipes designed to outline and clearly display professional expectations in compliance with NJCCS; Food safety requirements and Culinary Academy guidelines</p>	<p>Career portfolio entries</p> <p>Quizzes/test/examination</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment items and time restraints, one-to-one teacher support, extended testing time, and use of visual and auditory teaching methods. This wide variety of assessments, strategies, and hands-on evaluations complement the individual learning experience. Skill performance tasks can be broken down into smaller tasks (when safety appropriate)

Technology

Students have use of a Culinary Academy computer lab and lap top lab to complete internet research projects and literacy assignments. Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work.

College and Workplace Readiness

The skills in this unit can be applied to any work environment in the hospitality and food service job cluster as the demonstrated skills are mirrored to and in compliance with all national, state and local mandates/ guidelines.

All labs are completed in a licensed commercial food service operation with NSF approved small wares, knives and equipment. The setting provides for job shadowing and sampling in an authentic setting.

This curriculum is articulated with several colleges and universities providing four year program of study Culinary Arts Academy students a smooth transition from high school to post secondary education and career.

Unit 03: Introduction to Commercial Foods

Standardized Recipes: Concepts and Applications

Enduring Understandings:

Understanding the components of standardized recipes and applying the concepts of basic cooking methods with demonstrated skill proficiency is necessary for successful completion and service of safe and quality food products.

Standardized recipes are inherent to the consistent production of a consistent and safe food product.

Essential Questions:

What are standardized recipes and its components?

How does consistency of food products prepared through established standardized recipes contribute to the success of a food operation?

How does the consistent use of a food operation's standardized recipes lend to a "safe food" product?

What is the importance of mastering accurate measuring techniques as part of a standardized recipe?

What is mise en place?

What are kitchen staples? List items in their categories for a specific food service operation.

What is the role of flavorings and seasoning in the preparation of standardized recipes?

What basic cooking methods could be used in many standardized recipes in commercial food service operations?

Unit Goals:

1. Analyze and prepare a standardized recipe according to industry standards.
2. Identify and apply measuring concepts to standardized recipes.
3. Define and categorize Kitchen Staples appropriate for an identified food service establishment.
4. Apply basic cooking concepts to a standardized recipe to produce a safe food product.

Recommended Duration: 4 weeks ongoing

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are standardized recipes and how does the consistency of their proper preparation add to the success of a food operation?</p>	<p>Recognize standardized recipe components</p> <p>Demonstrated skill proficiency to accurately follow a standardized recipe</p> <p>Standardized recipes produce a consistent and salable product</p> <p>Setting an appropriate mise en place sets the stage for the successful preparation of a standardized recipe</p>	<p>Culinary Academy formatted standardized recipes</p> <p>Commercial foods</p> <p>Kitchen staples</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial food lab</p> <p>Class text <i>Culinary Essentials</i></p>	<p>Present samples of culinary academy formatted recipes on LCD projector, identifying components</p> <p>Give students an array of basic CULA standardized recipes to review, analyze and convert yields to chef's verbal directions</p> <p>Set learning centers with categories of kitchen staples e.g. vinegars/ oils</p> <p>Students match recipes with list of CULA 5 Star recipes that they will be preparing for the <i>5 Star Café</i></p> <p>Part 2 will be to research culinary library for sample recipes that use the displayed kitchen staples</p> <p>Worksheet: Where do I belong? Students have a list of kitchen staples and must "locate" the items in the commercial kitchen, walk in cooler, dry storage, etc</p> <p>Recipes are prepared for the <i>5 Star Cafe</i> when the licensed restaurant is open</p> <p>Formal labs introduce standardized recipes and kitchen staples</p> <p>"Dry lab" for setting basic mise en place for a variety of tasks e.g. basic knife mise en place; basic egg cookery, etc</p>	<p>Notebook entries</p> <p>Teacher observation of student skill proficiency and professionalism with daily and weekly grading rubric</p> <p>Formal lab sheets to be entered into career portfolio</p> <p>Production labs for student run restaurant</p> <p>Worksheet activities</p> <p>Written quiz/unit test</p>
<p>Why is accurate measuring, according to industry standards, lent to the production of a safe and salable food product?</p>	<p>Accurate measuring produces a consistent and safe food product</p> <p>Demonstrated measuring skills appropriate for the food product</p> <p>Liquid, dry and weight measuring devices must match the food product and standardized recipe directions for use</p> <p>Salable products are the desired outcome of any standardized recipe</p>	<p>Culinary Academy formatted standardized recipes</p> <p>Commercial foods</p> <p>Kitchen staples</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial food lab</p>	<p>Teacher lecture with student note-taking</p> <p>Chef Instructor demonstrates proper use of measuring devices matched with appropriate foods</p> <p>Formal measuring lab with lab sheet</p> <p>Formal lab sheet with standardized recipe emphasizing a salable product</p> <p>Food preparation through the use of standardized recipe procedures for the student run restaurant, <i>5 Star Cafe</i></p> <p>Read and answer related chapter questions from class text.</p>	<p>Notebook entries</p> <p>Teacher observation of student skill proficiency and professionalism with daily and weekly grading rubric</p> <p>Formal lab sheets to be entered into career portfolio</p> <p>Production labs for student run restaurant</p> <p>Worksheet activities</p> <p>Written quiz/unit test</p>

<p>What are industry standards for basic cooking methods/skills?</p>	<p>Receiving, handling and proper storage of all food products are desirable skills for all basic cooking applications/tasks</p> <p>Industry standards are in place for all basic cooking methods/skills</p>	<p>Culinary Academy formatted standardized recipes</p> <p>Commercial foods</p> <p>Video</p> <p>Kitchen staples</p> <p>Commercial tools and equipment including measuring devices</p> <p>Commercial food lab</p>	<p>Teacher lecture with student note-taking</p> <p>Chef Instructor demonstrates basic cooking techniques matched with appropriate foods</p> <p>Video of culinary college chefs demonstrating unit methods and skills for basic cooking methods/skills</p> <p>Formal basic food processing lab with lab sheet</p> <p>Food preparation through the use of standardized recipe procedures demonstrating basic cooking skills for the student run restaurant, <i>5 Star Cafe</i></p> <p>Read and answer related chapter questions from class text</p>	<p>Notebook entries</p> <p>Teacher observation of student skill proficiency and professionalism with daily and weekly grading rubric</p> <p>Formal lab sheets to be entered into career portfolio</p> <p>Production labs for student run restaurant</p> <p>Worksheet activities</p> <p>Written quiz/unit test</p>
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Differentiation

Students with individual learning styles can be assisted through adjustments in assessment items and time restraints, one-to-one teacher support, extended testing time, and use of visual and auditory teaching methods. This wide variety of assessments, strategies, and hands-on evaluations complement the individual learning experience. Skill performance tasks can be broken down into smaller tasks (when safety appropriate)

Technology

Students have use of a Culinary Academy computer lab and lap top lab to complete internet research projects and literacy assignments. Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work.

College and Workplace Readiness

The skills in this unit can be applied to any work environment in the hospitality and food service job cluster as the demonstrated skills are mirrored to and in compliance with all national, state and local mandates/ guidelines.

All labs are completed in a licensed commercial food service operation with NSF approved small wares, knives and equipment. The setting provides for job shadowing and sampling in an authentic setting.

This curriculum is articulated with several colleges and universities providing four year program of study Culinary Arts Academy students a smooth transition from high school to post secondary education and career.

Unit 04: Introduction to Commercial Foods

Food Preparation Skills

Enduring Understandings:

Identifying and demonstrating industry standards for all basic food preparation skills is necessary to develop all culinary practices and skill proficiencies. Proper methods of food processing and handling procedures reduce the outbreaks of food borne illnesses.

Essential Questions:

Why is demonstrated skill proficiency in all basic food preparation necessary in relation to safety, nutrition, taste and textures?

What are the advantages of proficient knife skills?

What are the most common heat applications and matching standardized recipes used in commercial food service operations?

What are industry standards for processing commercial foods?

Unit Goals:

1. Chart and demonstrate basic knife skill proficiency tasks according to industry standards.
2. Define all heat applications and match to appropriate recipe.
3. Interpret safety guidelines and requirements applicable to all food preparation tasks.
4. Process, properly store all foods/finished products according to industry standards and the facility HACCP plan.

Recommended Duration: 6 weeks and ongoing

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Why is demonstrated skill proficiency in all food preparation necessary for food safety; nutrition, taste and texture for a salable product?</p>	<p>Properly process and store finished food products according to industry standards and facility based HACCP plan</p> <p>The effects of food processing and handling on nutrition, taste and textures of food</p> <p>The qualities of a "salable food product"</p>	<p>Class text: <i>Culinary Essentials</i></p> <p>Posters, charts and digital pictures of specific knife cuts and food products</p> <p>Standardized recipes in CULA format with identified HACCP directions</p> <p>Samples/pictures of salable food products/ plate presentations</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the CULA digital camera</p> <p>Displayed "salable foods" during operating hours of the <i>5 Star Cafe</i></p> <p>Demonstration of skill proficiencies during Production and Formal labs to "prepare salable products" according to facility based HACCP plan</p>	<p>Teacher observation of student skill proficiency and professionalism with a daily and weekly grading rubric</p> <p>Quiz/ test</p>
<p>What are the advantages of demonstrating proficient skills in basic knife cuts?</p>	<p>Demonstrated proficient knife skills to produce a safe and salable food product</p> <p>Commercial knives: use and care</p> <p>Knife safety</p> <p>The importance Of NSF certified knives</p>	<p>Class text: <i>Culinary Essentials</i></p> <p>Posters, charts and digital pictures of specific knife cuts and food products.</p> <p>Commercial quality knives and related kitchen wares</p> <p>Video</p> <p>LCD projector</p> <p>Standardized recipes in CULA format with identified HACCP directions</p> <p>Samples/pictures of salable food products/ plate presentations</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the CULA digital camera</p> <p>Video of professional chefs demonstrating knife cuts</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Display of commercial knives with a variety of makers and styles</p> <p>Knife safety role play by chef instructor and senior class members.</p> <p>Demonstrated proficiency in basic knife skills in prep work for 5 Star Cafe food products</p> <p>Hand-outs: Knife safety and parts of a knife</p> <p>Demonstration of skill proficiencies during Production and Formal labs to "prepare salable products" according to facility based HACCP plan</p>	<p>Teacher observation of student skill proficiency and professionalism with a daily and weekly grading rubric</p> <p>Quiz/test</p>

<p>What is the importance of matching heat applications with the appropriate standardized recipe?</p>	<p>Identification of basic heat applications and scientific concepts</p> <p>Safety in heat applications</p> <p>Proper matching of food/recipe to heat application</p> <p>The value of following a standardized recipe</p>	<p>Class text: <i>Culinary Essentials</i></p> <p>Posters, charts and digital pictures of equipment used for heat applications in CULA standardized recipes</p> <p>Standardized recipes in CULA format with identified heat applications/science concepts</p> <p>Commercial kitchen/ lab</p> <p>Hand-outs relevant to heat applications/safety</p>	<p>Teacher lecture/ student note taking using LCD projector with related pictures taken with the CULA digital camera</p> <p>Video of professional chefs demonstrating heat applications</p> <p>Reading related text chapter with completion of chapter questions</p> <p>Kitchen tour with explanation of all kitchen equipment used for heat applications, noting manufacturer's directions for use</p> <p>Demonstrated proficiency in heat application cooking skills in prep work for <i>5 Star Cafe</i> food products</p> <p>Hand-outs: Heat applications/ safety</p> <p>Demonstration of skill proficiencies during Production and Formal labs to "prepare salable products" according to facility based HACCP plan</p>	<p>Teacher observation of student skill proficiency and professionalism with a daily and weekly grading rubric</p> <p>Quiz/test</p>
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Differentiation

Students with individual learning styles can be assisted through adjustments in assessment items and time restraints, one-to-one teacher support, extended testing time, and use of visual and auditory teaching methods. This wide variety of assessments, strategies, and hands-on evaluations complement the individual learning experience. Skill performance tasks can be broken down into smaller tasks (when safety appropriate).

Technology

Students have use of a Culinary Academy computer lab and lap top lab to complete internet research projects and literacy assignments. Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work.

College and Workplace Readiness

The skills in this unit can be applied to any work environment in the hospitality and food service job cluster as the demonstrated skills are mirrored to and in compliance with all national, state and local mandates/ guidelines.

All labs are completed in a licensed commercial food service operation with NSF approved small wares, knives and equipment. The setting provides for job shadowing and sampling in an authentic setting. This curriculum is articulated with several colleges and universities providing four year program of study Culinary Arts Academy students a smooth transition from high school to post secondary education and career.

Unit 05: Introduction to Commercial Foods

Menu Planning and Nutrition Applied to Breakfast

Enduring Understandings:

Industry standards and guidelines for planning a nutritional menu are a critical foundation to building a successful food service operation offering breakfast service.

There are specific industry standards and guidelines for the design and delivery of the breakfast menu.

Short order cooking techniques and concepts must be identified and demonstrated for successful delivery of the breakfast menu considering food safety.

Essential Questions:

Why is the food pyramid a suggested guide in breakfast menu planning?

What categories of foods would be found on a "well designed" commercial breakfast menu for any type of food service operation?

Why should nutrition be considered in all types of captive audience breakfast menus?

What are valid sources of research to plan and publish a breakfast menu?

What is the significance of egg cookery when planning a breakfast menu?

What criteria should be identified for pre prepping, processing and storing fruits and vegetables?

What are starches and grains commonly used/prepared in commercial food service operations?

What are common cheeses and dairy items used in commercial food service establishments?

Why should short order cooking techniques be understood and demonstrated with skill proficiency in a food service operation with a breakfast menu?

Unit Goals:

1. Identify the common categories on a commercial food service menu
2. Design a variety of captive audience breakfast menus.
3. Interpret the food pyramid and apply nutritional guidelines to breakfast menu planning
4. Explore the career requirements for short order and line cooks.
5. Identify and interpret the task analysis for short order cooking.
6. List and apply all food safety criteria, guidelines and mandates that are needed to successfully prepare breakfast menu foods.

Recommended Duration: 8 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What categories and foods would be found on a commercial foods breakfast menu?</p>	<p>There are standards for identifying food categories on all breakfast menus to meet the food costs appropriate for the audience with a variety of tastes, textures, colors and nutritional values</p> <p>The most common categories of breakfast foods (cereals, egg dishes, pancakes/French toast, meats/fish, potatoes, breads and breakfast pastries) must follow standardized recipe procedures with demonstrated short order cooking skill proficiency</p>	<p>Class text: <i>Culinary Essentials</i></p> <p>Teacher-made unit outline</p> <p>Computer lab with internet use</p> <p>Professional breakfast menu samples</p> <p>Breakfast food products</p> <p>Commercial small wares and equipment used to prepare breakfast menu items.</p> <p>LCD projector</p>	<p>Teacher lecture with student note-taking on teacher made outline</p> <p>Display of commercial breakfast menus from a variety of different styles of facilities serving breakfast, including captive audience menus</p> <p>Textbook readings with the answering of chapter questions</p> <p>Display of breakfast food items</p> <p>Research project assignment: Design a breakfast menu for 7 days for a specific captive audience</p> <p>Explanation, chef instructor demonstration and student use of commercial kitchen lab to prepare breakfast food items</p>	<p>Research project: captive audience breakfast menu with grading rubric</p> <p>Teacher observation of skill and professionalism of student with daily and weekly grading rubric</p>
<p>What role does the Food Pyramid play in the nutritional expectations of a commercial food service breakfast menu?</p>	<p>Nutrition considerations appropriate for the target audience of any breakfast must be delivered</p>	<p>Class text: <i>Culinary Essentials</i></p> <p>Computer lab with internet use</p> <p>Professional breakfast menu samples</p> <p>Breakfast food products</p> <p>Commercial small wares and equipment used to prepare breakfast menu items</p> <p>LCD projector</p>	<p>Teacher lecture with student note-taking on teacher made outline</p> <p>Textbook readings with the answering of chapter questions.</p> <p>Display of Food Pyramid information on LCD projector from internet sources.</p> <p>Students identify nutritional standards for their identified audience on breakfast menu project</p> <p>Homework: Personal nutrition survey worksheet</p>	<p>Teacher observation of skill and professionalism of student with daily and weekly grading rubric</p> <p>Homework grade</p> <p>Quiz/test</p>

<p>What is the importance of demonstrated skill proficiency in the food handling/ processing of eggs, fruits and vegetables, cheese/ dairy and grains/ starches?</p>	<p>There are unique skills and food handling techniques specific to the foods indigenous to the breakfast menu</p> <p>Short order cooking requires organizational skills and the skill of cooking multiple foods with accuracy and speed</p> <p>Most breakfast food items are on the Board of Health's "potentially hazardous list" of foods, therefore requiring all food safety guidelines and mandates with 100% accuracy</p>	<p>Class text: <i>Culinary Essentials</i></p> <p>Standardized recipes in CULA Format</p> <p>Professional breakfast menu samples</p> <p>Breakfast food products</p> <p>Commercial small wares and equipment used to prepare breakfast menu items</p>	<p>Assigned reading from class text</p> <p>Teacher explanation and demonstration of short order cooking techniques used to deliver the breakfast menu</p> <p>Formal and production labs related to breakfast foods</p> <p>Hand-outs: Potentially hazardous foods list and Food Safety</p> <p>Students job sample Short order cooking in the student run restaurant, the <i>5 Star Cafe</i></p>	<p>Teacher observation of skill and professionalism of student with daily and weekly grading rubric</p> <p>Formal and production labs with grading rubric</p> <p>Quiz/ test</p> <p>Portfolio entry</p>
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Differentiation

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Technology

Students have use of a Culinary Academy computer lab and lap top lab to complete internet research projects and literacy assignments. Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work.

College and Workplace Readiness

The skills in this unit can be applied to any work environment in the hospitality and food service job cluster as the demonstrated skills are mirrored to and in compliance with all national, state and local mandates/ guidelines. All labs are completed in a licensed commercial food service operation with NSF approved small wares, knives and equipment. The setting provides for job shadowing and sampling in an authentic setting. This curriculum is articulated with several colleges and universities providing four year program of study Culinary Arts Academy students a smooth transition from high school to post secondary education and career.

Unit 06: Introduction to Commercial Foods

Menu Planning and Nutrition Applied to Lunch and Dinner

Enduring Understandings:

Industry standards and guidelines for planning a nutritional menu are a critical foundation to building a successful food service operation offering lunch and dinner service.

Food textures, tastes, nutritional values and food costs appropriate for the audience must be considered in all menu offerings.

The classic lunch and dinner menu clearly identifies and includes distinct categories

Essential Questions:

What menu items are unique to the lunch menu?

What is the defining difference between lunch and dinner menu items?

Why should the lunch and dinner include soup, appetizer, salad, sandwich, entree, dessert and beverage categories?

Why should nutritional considerations be included when designing lunch and dinner menus for all food service operations?

What are industry standards for developing and publishing a lunch/dinner menu?

What are the differences between composed, tossed, protein and congealed salads?

What the basic categories of soups, stocks and mother sauces?

What are the most popular types of hot and cold sandwiches?

What types of rice, potatoes and pasta compliment poultry, meat and seafood on lunch and dinner menus?

What are the various types of rice, potatoes and pastas served in commercial food establishments?

What members of the kitchen brigade most likely work the back house for lunch and dinner menus?

Unit Goals:

1. Compare and contrast the similarities and differences of lunch and dinner menu components.
2. Design a variety of ala carte lunch and dinner menus for different audiences.
3. Validate the incorporation of nutritional standards on lunch and dinner menus.
4. Explain the role of the kitchen brigade in successful staffing back house food operations serving ala carte lunch and dinners.
5. List and apply all food safety criteria, guidelines and mandates that apply to lunch and dinner menu foods.

Recommended Duration: 8 weeks- on going

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
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<p>What are the menu categories and foods unique to a lunch and dinner food service opportunity?</p>	<p>Appetizers, soups, salads, sandwiches, entrees, desserts and beverages are the basic food categories found on lunch and dinner menus</p> <p>The main difference between lunch and dinner menu foods is the portion size</p> <p>When designing a lunch/ dinner menu, nutrition, cost appropriate to the audience, taste and textures of the foods along with nutrition must be considered</p> <p>There are identified front and back house Kitchen Brigade staff that would be scheduled for lunch and dinner menu delivery</p> <p>Hot and cold lunch sandwiches require a unique mise en place for demonstrated short order cooking skill proficiency</p>	<p>Class room text: <i>Culinary Essential</i></p> <p>Culinary Academy computer lab/ internet</p> <p>Hard copy and "saved to flash drive" culinary academy student menu samples projected on LCD</p> <p>Commercial kitchen with commercial equipment and small wares and foods</p> <p>Teacher made unit outline and related hand-outs</p>	<p>Anticipatory set pre-test: What foods are unique and popular on a lunch / dinner menu?</p> <p>Teacher lecture with student note-taking on teacher made outline sheet</p> <p>Read appropriate chapter text and answer unit questions in culinary notebook</p> <p>Review, analyze and critique commercial menus for breakfast and lunch</p> <p>Research the menus for a variety of different types of food service operations on the internet</p> <p>Chef Instructor and Senior culinary students will demonstrate/ role model short order cooking techniques for lunch and dinner during class lecture times and formal/production labs</p> <p>Class discussion of the student run restaurant, the 5 Star Cafe's menus for lunch: both static and student manager specials</p>	<p>Teacher observation of demonstrated skill proficiency with a daily/weekly grading rubric.</p> <p>Pre-test: What foods are unique to the lunch/ dinner menu</p> <p>Quiz, unit test</p> <p>Midterm and final examination</p> <p>Ala carte lunch/ dinner menu research project for entry into career portfolio</p> <p>Formal and production labs with grading rubric</p>
<p>What are popular standardized recipes for composed, protein and</p>	<p>A variety of salad recipe options should appear on both lunch and dinner menus and should complement the soup and</p>	<p>Class room text: <i>Culinary Essential</i></p>	<p>Teacher lecture with student note taking on teacher made outline sheet</p>	<p>Teacher observation of demonstrated skill proficiency with a</p>

<p>congealed salads that would appear on lunch/dinner menus for a variety of audiences?</p>	<p>entree selections</p> <p>There are specific food safety considerations for the preparation and service of salads</p> <p>Knife skills are prevalent in the final presentation of all salads</p> <p>Composed salads should have height, color, symmetry and garnish and served with a complimentary dressing</p> <p>The two basic categories of salad dressing are vinaigrette and emulsified</p> <p>It is important to have a HACCP plan included in the standardized recipes for protein salads</p> <p>Color coded cutting boards are particularly useful in the prevention of food borne illness on the salad and garde manager stations</p>	<p>Culinary Academy computer lab/ internet</p> <p>Hard copy and "saved to flash drive" culinary academy student menu samples projected on LCD</p> <p>Commercial kitchen with commercial equipment and small wares and foods</p> <p>Teacher made unit outline and related hand-outs</p>	<p>Read appropriate chapter text and answer unit questions in culinary notebook</p> <p>Chef Instructor and Senior culinary students will demonstrate/ role model salad preparation cooking techniques for lunch and dinner during class lecture times and formal/production labs</p> <p>Students "job sample" while assuming the tasks of the salad station when the student run restaurant is open</p>	<p>daily/weekly grading rubric</p> <p>Quiz, unit test</p> <p>Midterm and final examination</p> <p>Ala carte lunch/dinner menu research project for entry into career portfolio</p> <p>Formal and production labs with grading rubric</p>
<p>What are popular standardized recipes for soups, stocks and sauces that would appear on lunch/ dinner menus for a variety of audiences?</p>	<p>A variety of soup, stock and sauce recipe options should appear on both lunch and dinner menus and should complement the entree selections</p> <p>There are specific food safety considerations for the preparation and service of soup, stock and sauces</p> <p>Basic food preparation, measuring, and knife skills are essential in the preparation of all soups, stocks and sauces</p> <p>There are two basic categories of soup; 4 basic categories of stock and five mother sauces</p> <p>It is important to have a HACCP plan included in the standardized recipes for soups, stocks and sauces</p> <p>Commercial quality pots and small wares unique to stock, soup and mother sauce recipes are: china cap, chinoise, stock pot, and sauce pan, various types of wire whisks and butcher's twine and cheese cloth</p>	<p>Class room text: <i>Culinary Essential</i></p> <p>Culinary Academy computer lab/ internet</p> <p>Hard copy and "saved to flash drive" culinary academy student menu samples projected on LCD</p> <p>Commercial kitchen with commercial equipment and small wares and foods</p> <p>Teacher made unit outline and related hand-outs</p> <p>Videos of Culinary college Chefs preparing soups, stocks and sauces</p>	<p>Teacher lecture with student note taking on teacher made outline sheet</p> <p>Read appropriate chapter text and answer unit questions in culinary notebook</p> <p>Chef Instructor and Senior culinary students will demonstrate/ role model short order cooking techniques for lunch and dinner during class lecture times and formal/production labs</p> <p>Students "job sample" while assisting senior class members with the tasks of the soup station when the student run restaurant is open</p>	<p>Teacher observation of demonstrated skill proficiency with a daily/weekly grading rubric</p> <p>Quiz, unit test</p> <p>Midterm and final examinations</p> <p>A la carte lunch/ dinner menu research project for entry into career portfolio</p> <p>Formal and production labs with grading rubric</p>
<p>What hot and cold sandwiches are popular and found on many</p>	<p>Hot and cold lunch sandwiches require a unique mise en place for demonstrated short order cooking</p>	<p>Class room text: <i>Culinary Essential</i></p>	<p>Teacher lecture with student note taking on teacher made outline sheet</p>	<p>Teacher observation of demonstrated skill proficiency with a</p>

<p>commercial food operation menus?</p>	<p>skill proficiency</p> <p>Short order cooking skill proficiency is necessary for hot and cold sandwich preparation in a commercial food operation</p> <p>Assorted varieties of pizza and hamburgers are two of the most popular hot sandwich menu items</p> <p>Sandwiches are classically served with appropriate accompaniments</p>	<p>Culinary Academy computer lab/ internet</p> <p>Hard copy and "saved to flash drive" culinary academy student menu samples projected on LCD</p> <p>Commercial kitchen with commercial equipment and small wares and foods</p> <p>Teacher made unit outline and related hand-outs</p> <p>Digital pictures of sandwiches served in the student run restaurant</p>	<p>Read appropriate chapter text and answer unit questions in culinary notebook</p> <p>Chef Instructor and Senior culinary students will demonstrate/ role model short order cooking techniques for lunch and dinner during class lecture times and formal/production labs</p>	<p>daily/weekly grading rubric</p> <p>Quiz, unit test</p> <p>Midterm and final examinations</p> <p>Ala carte lunch/ dinner menu research project for entry into career portfolio</p> <p>Formal and production labs with grading rubric</p>
<p>What basic types of poultry, meats and seafood are most common to the lunch/dinner and what types of rice, starches, pastas, potatoes and vegetables are appropriate accompaniments?</p>	<p>Chicken, turkey, beef, pork, shrimp, fish filets are common to most food operations</p> <p>Pasta is valued priced and versatile to any menu</p> <p>Potatoes are popular and value priced for all menu categories</p> <p>A variety of seasonal vegetables should always be represented on a menu for nutritional considerations, cost, color and textures</p> <p>There are many categories of rice, potatoes, pasta and vegetables</p> <p>Heat applications are varied in the preparation of the lunch/dinner menu</p> <p>Line cooks usually prepare the majority of the lunch/ dinner menu</p>	<p>Class room text: <i>Culinary Essential</i></p> <p>Culinary Academy computer lab/ internet</p> <p>Hard copy and "saved to flash drive" culinary academy student menu samples projected on LCD</p> <p>Commercial kitchen with commercial equipment and small wares and foods</p> <p>Teacher made unit outline and related hand-outs</p> <p>Digital pictures of "plate presentations" served in the student run restaurant</p>	<p>Teacher lecture with student note taking on teacher made outline sheet</p> <p>Read appropriate chapter text and answer unit questions in culinary notebook</p> <p>Chef Instructor and Senior culinary students will demonstrate/ role model short order cooking techniques for lunch and dinner during class lecture times and formal/production labs</p> <p>Students "job sample" while assisting senior class members with the tasks of the prep and entree station(s) when the student run restaurant is open</p>	<p>Teacher observation of demonstrated skill proficiency with a daily/weekly grading rubric</p> <p>Quiz, unit test</p> <p>Midterm and final examinations</p> <p>Ala carte lunch/ dinner menu research project for entry into career portfolio</p> <p>Formal and production labs with grading rubric</p>

Differentiation

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Technology

Students have use of a Culinary Academy computer lab and lap top lab to complete internet research projects and literacy assignments. Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work.

College and Workplace Readiness

The skills in this unit can be applied to any work environment in the hospitality and food service job cluster as the demonstrated skills are mirrored to and in compliance with all national, state and local mandates/ guidelines. All labs are completed in a licensed commercial food service operation with NSF approved small wares, knives and equipment. The setting provides for job shadowing and sampling in an authentic setting. This curriculum is articulated with several colleges and universities providing four year program of study Culinary Arts Academy students a smooth transition from high school to post secondary education and career.

Unit 07: Introduction to Commercial Foods

Front House Procedures: Beverages and Dining Room Service

Enduring Understandings:

Informed and quality Customer Service following Front House established procedures provides for the efficient and effective service of safe and quality foods. The basic concepts for the American style of dining room service can be used as the model for safe, effective, and efficient food and beverage service.

Essential Questions:

Why are good communication skills necessary for front house food operations?

What are ways that front and back house operations successfully communicate?

What is the American style of food service?

What food and customer safety issues should be identified for efficient and effective customer service?

Why is a thorough knowledge of beverage preparation and service integral to the employment success of the server and the reputation of the food service operation?

Unit Goals:

1. Identify industry standards for front house dining room operations.
2. Interpret the industry standards for the American style of customer/dining room service.
3. List common beverages and proper criteria for their service in a commercial food service operation.
4. Identify and demonstrate communication skills and professional demeanor in line with customer service in front house operation job descriptions.
5. Identify and match standardized beverage recipes/ procedures with proper equipment and service ware(s).
6. List and apply all safety guidelines and regulations that apply to front house personnel and food handling and customer service.

Recommended Duration: 2 weeks- on going

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What personal hygiene, dress code and food handling mandated guidelines should be identified and practiced by the food service worker providing customer service in front house operations?</p>	<p>Identification, analysis, and demonstrated compliance with all Board of Health and Culinary Academy personal hygiene, dress codes, and food handling (mandated and recommended)</p> <p>Front house guidelines must mesh and cross over into back house protocol for safety and sanitation requirements</p>	<p>Computer lab with software programs</p> <p>NJ Board of Health Code 24</p> <p>NRA ServSafe Course book/hand-outs</p> <p>Professional organizations/partnerships</p> <p>Culinary library</p> <p>Class room text: <i>Culinary Essentials</i></p> <p>Internet resources</p> <p>Front house dining room with all equipment and supplies as per industry standards</p>	<p>Teacher demonstration and role play of proper customer service and food handling</p> <p>Teacher lecture with student note-taking</p> <p>Presentations from Senior class members and members of the professional community/advisory board members.</p> <p>Hand-outs: proper dress and personal hygiene (Culinary Academy and NRA ServSafe)</p> <p>All labs have identified dress/personal hygiene professional expectations both written and implied.</p>	<p>Career portfolio entries</p> <p>Quizzes/test/examination</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>
<p>What are the industry standards for front house dining room stations for the American style of customer service?</p>	<p>The different styles of customer service to include French, Russian and buffet service identifying their unique components including the history of dining room service through modern times</p> <p>Identified skills appropriate for successful completion of job tasks in the front house dining room which provides seamless / successful food service with the back house</p> <p>The duties of the beverage station in relation to the American style of customer service</p> <p>Job sampling stations/jobs in the licensed student run restaurant.</p>	<p>Cash register</p> <p>Order sheets</p> <p>Menus</p> <p>Service ware</p> <p>Standardized recipes for dining room service beverages</p> <p>Commercial kitchens/dining room</p> <p>Computer lab with software programs</p> <p>Portfolio covers and materials</p> <p>Flash drives</p> <p>Digital cameras</p> <p>Professional organizations/partnerships</p> <p>Culinary library</p> <p>Class room text: <i>Culinary Essentials</i></p> <p>Internet resources</p>	<p>Teacher demonstration with role play</p> <p>Napkin folding lab</p> <p>Table setting hand-out and Lab</p> <p>Beverage station set up demonstration with standardized recipe sheet hand-outs</p> <p>Teacher lecture with student note-taking</p> <p>Assigned reading(s) from class text and culinary library</p> <p>Assigned research paper to identify skills and positions within the food service job cluster and criteria to achieve this goal</p> <p>Active demonstration of skill proficiency matched with jobs in the stations of the student run restaurant</p>	<p>Career portfolio entries</p> <p>Quizzes/test/examination</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>

<p>How does the use of technology compliment good communication skills in the world of work?</p>	<p>Demonstrating good verbal, written and listening skills in the production and formal lab applications in the student run restaurant</p> <p>Communicating through the use of technology e.g. computer lab/software, lap top computer, digital cameras, LCD projectors</p> <p>Documenting work samples through technology to enhance the professional persona in the career portfolio</p>	<p>Computer lab with software programs</p> <p>Portfolio covers and materials</p> <p>Flash drives</p> <p>Digital cameras</p> <p>Professional organizations/partnerships</p> <p>Internet resources</p>	<p>Students demonstrate learned skills for customer service and communication to back house operation for procurement of foods for service</p> <p>Use of computers, computer software and assorted media to document/ present skills and work in the student's career portfolio for authentic assessment.</p> <p>Lab sheets and standardized recipes designed to outline and clearly display professional expectations in compliance with NJCCS; food safety requirements and Culinary Academy guidelines</p>	<p>Career portfolio entries</p> <p>Quizzes/test/examination</p> <p>Practical and production labs with grading rubrics</p> <p>Teacher observation of demonstrated professionalism in communications and skill</p>
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Differentiation

Students with individual learning styles can be assisted through adjustments in assessment items and time restraints, one-to-one teacher support, extended testing time, and use of visual and auditory teaching methods. This wide variety of assessments, strategies, and hands-on evaluations complement the individual learning experience. Skill performance tasks can be broken down into smaller tasks (when safety appropriate).

Technology

Students have use of a Culinary Academy computer lab and lap top lab to complete internet research projects and literacy assignments. Digital cameras are used to document student work and pictures of equipment, small wares and food displays for teaching samples and consistent products. Overhead LCD projector is used to present teacher materials and student work. Cash register and calculators.

College and Workplace Readiness

The skills in this unit can be applied to any work environment in the hospitality and food service job cluster as the demonstrated skills are mirrored to and in compliance with all national, state and local mandates/ guidelines.

All labs are completed in a licensed commercial food service operation with NSF approved small wares, knives and equipment. The setting provides for job shadowing and sampling in an authentic setting.

This curriculum is articulated with several colleges and universities providing four year program of study Culinary Arts Academy students a smooth transition from high school to post secondary education and career.