

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION**

CULINARY ARTS ACADEMY

**HONORS CULINARY ARTS AND
HOSPITALITY MANAGEMENT II**

COURSE PHILOSOPHY

The Freehold Regional High School District's Culinary Arts and Hospitality Management Program is an occupational, technical and career exploration program that consists of a wide range of courses, training, experiences and activities. It is specifically designed to enhance skills to not only prepare students for employment positions within the Food Industry Job Cluster, but also for entrance into colleges, culinary colleges, universities or post-secondary schools.

Specific job objectives relative to current industry standards with intensive skill training contributes to the development of a well-rounded student who will demonstrate good citizenship, critical thinking and problem solving skills. A career path driven by a plan of action will demonstrate personal and professional goals.

COURSE DESCRIPTION

Grade Level: 12

Department: Culinary Arts
Academy

Course Title: Honors Culinary Arts and Hospitality
Management II

Credits: 10

Course Code: 061150

BOARD OF EDUCATION ADOPTION DATE: AUGUST 31, 2009

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

The Freehold Regional High School District's Culinary Arts and Hospitality Management Program is an occupational, technical and career exploration program that consists of a wide range of courses, training, experiences and activities. It is specifically designed to enhance skills to not only prepare students for employment positions within the Food Industry Job Cluster, but also for entrance into colleges, culinary colleges, universities or post-secondary schools.

Culinary and Hospitality Management II provide students with the opportunity for "hands-on" learning through their involvement in all phases of operations in the licensed restaurant, the 5 Star Café. This furnishes intensive training, with specific job objectives relative to current industry standards and meshes with the students' advanced skill abilities and interests in Back House management and the Kitchen Brigade.

This approach contributes to the development of a well- rounded student; one that demonstrates good citizenship, critical thinking and problem solving skills, and the ability to establish personal and professional goals and commit to a plan of action to achieve them.

Course Description

Culinary Art and Hospitality Management II is an advanced honors course for seniors enrolled in the four-year Culinary Arts and Hospitality Management Program. It is intended for students to continue to improve upon their basic mastery and internalize the concepts and applications introduced in Culinary and Hospitality Management I. Through a combination of lecture and practical applications, of the skills necessary to successfully function in a multiphase food service operation there is focus on Back House management and advanced skill proficiency in the Kitchen Brigade.

Paramount and foremost is the reinforcement of federal, state and local mandatory guidelines for the essentials of safety and skill application in a commercial foods environment. The course will allow students to become eligible for a sanitation and safety managers certification, ServSafe.

Advanced instruction in quantity standardized recipe application, catering, garde manger, techniques of butchering, and advanced specialty baking are included. Emphasis is on the development of advanced management skills through the operation of the 5 Star Café, the student run restaurant. Professionalism and commitment to the community through service projects are stressed. Students are prepared for entering the workforce as highly skilled culinary employees. At the same time, they gain knowledge and skills that enable them to obtain advanced placement in post-secondary culinary colleges. Portfolios developed throughout the four year program demonstrate to potential employers and colleges the wide range of experiences and skills the students possess.

**Freehold Regional High School District
Curriculum Map**

Culinary and Hospitality Management II

| Relevant Standards | Enduring Understandings | Essential Questions | Assessments | | |
|--|--|---|---|--|--|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| <p>9-12.9.1.A.2-4; B.1-5 9-12.9.2. A.1-4; B.2-3; C.1-2; D.1-2,5; E1-8; F.1-6</p> | <p>National, state and local standards for commercial food service operations mandate a thorough understanding and effective management application of safety and sanitation measures appropriate for the facility.</p> <p>Professional ethics and community interaction are necessary for the success of a commercial foodservice operation</p> <p>The role of the manager in standardized recipe production is to insure the delivery of the menu considering cost, nutrition, the audience, taste, texture, and appearance.</p> | <p>What are the management guidelines and practices for ServSafe and HACCP governed food production operations for preparing and serving safe foods?</p> <p>How does the level of management expertise affect the positive and negative outcomes in relation to preparing safe food?</p> <p>What is the role of the food service manager in maintaining a safe workplace and setting standards for the operating procedures of a food service facility?</p> <p>What regulatory agencies would be a reliable source for developing professional ethics in commercial food service facility management criteria?</p> <p>How does community service learning impact the development of a professional persona?</p> <p>How would career exploration of the various food service professions aid in the management of a food service operation?</p> <p>What are the advanced techniques in butchering and fabrication of meats, poultry and seafood to accommodate standardized recipe development?</p> <p>Which garde manger techniques are utilized in the preparation of pantry, salads and cold foods?</p> <p>How can baking and pastry techniques be identified in hot food cookery and adjusted for professional product presentation?</p> | <p>Anticipatory Set questions and answer:: followed by class discussion</p> <p>Survey Chapter Outline</p> <p>Review previous career portfolio entries and notebooks.</p> <p>NRA ServSafe Pretest</p> <p>Review samples of corporate task analysis for parallel back house kitchen brigade positions in the 5 Star Café</p> <p>Read/ discuss trade journals / professional publications.</p> | <p>“The Professional Chef” text and “ServSafe” course book chapter reading assignments with chapter questions.</p> <p>NRA ServSafe training videos for food service employees</p> <p>Unit outline with Industry Based Handouts</p> <p>Note book entries</p> <p>State mandated safety/sanitation test: facility based with 100% accuracy grade</p> <p>Chef instructor observations: Daily/weekly grading rubric for safety/ sanitation and professionalism on production and formal labs.</p> <p>Handouts: Culinary Academy Facility based rules and guidelines</p> <p>Research local state and national chapters of professional</p> | <p>Portfolio entries of unit work including, formal lab sheets with safety/sanitation application with grading rubric.</p> <p>Chef instructor observation of application of learned material and skill proficiency in the student run restaurant, the 5 Star Café/pure sanitation labs</p> <p>mid term exam</p> <p>final exam</p> <p>National ServSafe exam for licensure as Sanitation and Safety Manager</p> |

| Relevant Standards | Enduring Understandings | Essential Questions | Assessments | | |
|--------------------|--|--|---|---|--|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| | | | | <p>organizations and clubs.</p> <p>Skills USA Club activities</p> <p>Research and contact community organizations to establish needs to complete service projects.</p> | |
| | <p>There is protocol and established management principles for the governance of the backhouse kitchen brigade.</p> <p>Quantity food production and catering require a different and unique array of skills and techniques, separate from standardized foodservice production.</p> | <p>What are the specifications for developing task analyses for the kitchen brigade stations?</p> <p>What is the criterion for buffet project management?</p> <p>How would participation in a Baking and Pastry Arts entrepreneurship create a realistic model for a career plan?</p> <p>How do recipe adjustments, time management, and equipment differ for quantity production of stocks, soups and sauces?</p> <p>What food science concepts and mathematical principles apply to quantity food production of starches grains, and pastas?</p> <p>How do you identify and accommodate the individual needs of a specific audience for a catered event?</p> | <p>Teacher made Videos to demonstrate techniques.</p> <p>Review standard ((non quantity) recipes for stocks, soups, sauces, starches, grains and pastas from portfolio entries.</p> <p>Research job descriptions for back house kitchen brigade positions.; buffet management criteria and pastry arts entrepreneurship</p> | <p>College and professional speakers and presenters.</p> <p>Educational excursions to food service operations for career exploration</p> <p>Develop a resume and include in a career portfolio</p> <p>“Professional Chef” text book chapter reading and unit questions and activities.</p> <p>Research project</p> <p>Competition practice</p> <p>Quizzes and tests</p> <p>Formal and Production labs</p> <p>Hand outs and work sheets</p> <p>Chef instructor</p> | <p>Portfolio entries of unit work and finished career portfolio for “the world of work” after high school graduation.</p> <p>Mid term exam</p> <p>Final exam</p> <p>Local, state and national competitions through Skills USA Club</p> <p>Career portfolio entries</p> |

| Relevant Standards | Enduring Understandings | Essential Questions | Assessments | | |
|--------------------|-------------------------|---------------------|---------------------|---|-------------------|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| | | | | <p>observations with grading rubric</p> <p>Task analysis work sheets</p> <p>Buffet/catering work sheets and projects</p> <p>Professional Chef text book chapters reading assignments and unit questions</p> <p>Grading criteria for management professionalism</p> <p>“in basket” management tests</p> <p>Business communications Analytic assessment/adjustment and formal production of quantity standardized recipes.</p> <p>Needs assessment format applied to menu development for specific audiences/catering.</p> <p>Conversion charting and recipe conversions for starches, grains and pastas</p> <p>Culinary recipe forms for adjustments</p> | |

**Freehold Regional High School District
Course Proficiencies and Pacing**

Culinary and Hospitality Management II

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|--|--|-----------------------------|
| Unit # 1: Facility Based Sanitation Management for National Restaurant Association Manager Certification | <p>National, State, and local standards for commercial foodservice operations mandate a thorough understanding and effective management application of safety and sanitation measures appropriate for the facility.</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. Identify and demonstrate professional safety and sanitation management skills. 1. Identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP. 2. Understand the role of the manager in ensuring a safe workplace. 3. Determine set standards for receiving, storing, handling, and serving safe food according to regulatory agency guidelines to be applied to the student-run facility. | 2 weeks On going |
| Unit #2: Professionalism and Community Service Interaction. | <p>Professional ethics and community interaction are necessary for the success of a commercial foodservice operation.</p> <p>The students will develop a career plan and model professionalism and good citizenship through community service learning.</p> <ol style="list-style-type: none"> 1. Identify sources for the criteria needed to develop management skills and a professional persona. 2. Determine which community resources could benefit from a partnership with a commercial foodservice facility. 3. Recognize the various foodservice professions and their roles in a foodservice operation. 4. Demonstrate an understanding of the characteristics of a professional. | 8 weeks On going |
| Unit #3: Standardized Recipe Development for Commercial Foodservice Facilities | <p>The role of the manager in standardized recipe production is to ensure the delivery of the menu considering cost, nutrition, the audience, taste, texture, and appearance.</p> <p>The students will adjust and oversee the effective delivery of menus in the student run restaurant.</p> <ol style="list-style-type: none"> 1. Understand the role of the manager in delivering the menu according to the standard criteria. 2. Develop samples of advanced garde manger techniques. 3. Formulate a production schedule for stocks, soups, and sauces. 4. Compile and identify formula and techniques for baking and pastry applications in standardized recipe production. | 8 weeks On going |

| | | |
|---|--|-----------------------------|
| <p>Unit # 4: Career Exploration and Advanced Management Applied to Breakfast and Lunch Production</p> | <p>There is protocol and established management principles for the governance of the backhouse kitchen brigade.</p> <p>The students will develop job descriptions and oversee the stations of the kitchen brigade.</p> <ol style="list-style-type: none"> 1. Establish criteria for developing a task analysis for each station in the kitchen brigade. 2. Examine the different menu-planning and dietary guidelines for buffet catering. 3. Integrate baking and pastry techniques into the standardized recipe procedures. 4. Demonstrate a professional role in governance of catered events in the student-run restaurant. | <p>8 weeks On going</p> |
| <p>Unit # 5: Quantity Food Production and Catering</p> | <p>Quantity food production and catering require a different and unique array of skills and techniques, separate from standardized foodservice production.</p> <p>The students will plan and organize quantity food production and catered events for the student run restaurant.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production. 2. Identify food science concepts in quantity production of starches, grains, and pastas. 3. Recognize specific and general audience needs for catered events. 4. Establish guidelines for applying mathematical principles to quantity food production. 5. Demonstrate a mastery of stock, soup, and sauce production. | <p>8 weeks On going</p> |

**Freehold Regional High School District
Culinary and Hospitality Management II**

Unit #1: Facility Based Sanitation Management for National Restaurant Association Manager Certification

Enduring Understanding: National, state and local standards for commercial food service operations mandate a thorough understanding and effective management application of safety and sanitation measures appropriate for the facility.

Essential Questions: What are the management guidelines and practices for ServSafe and HACCP governed food production operations for preparing and serving safe foods?

How does the level of management expertise affect the positive and negative outcomes in relation to preparing safe food?

What is the role of the food service manager in maintaining a safe workplace and setting standards for the operating procedures of a food service facility?

Unit Goals: Identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP.

Understand the role of the manager in ensuring a safe workplace.

Determine set standards for receiving, storing, handling, and serving safe food according to regulatory agency guidelines to be applied to the student-run facility.

Duration of Unit: 2 weeks and on going

NJCCCS: 9-12.9.2.F.1-5, 9-12.9.2.A.3, 9-12.9.2.A.1, 9-12.9.1.4, 9-12.9.1.2, 9-12.9.1.B.5, 9-12.9.1.B.4.e

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|---|--|---|
| <p>What is a HACCP system of food safety? What are the negative outcomes of a foodborne illness outbreak? What is OSHA and how does it impact a foodservice facility? How is the “flow of food” determined in a specific foodservice facility? What are the duties of a licensed sanitation manager?</p> | <p>Customize a food safety presentation appropriate for incoming freshmen in the Culinary Academy. Identify Critical Control Points (CCPs) in the licensed student-run restaurant and develop a record keeping system for maintaining safe temperatures. Review and organize equipment manuals and develop a task analysis for proper operation and cleaning of equipment in the Five Star facility. Research foodborne illnesses and their sources. Establish criteria for maintaining a safe workplace.</p> | <p>ServSafe Course book Student portfolio Newspapers Professional journal and newsletters Videos Instant read thermometers Test strips Formal and production Lab materials and supplies</p> | <p>Lecture, class discussion and application of the Culinary Academy’s Facility Based Guidelines and Rules for Safety and Sanitation. Read, analyze and answer review questions in the National Restaurant Association’s <i>ServSafe</i> Course book. Read and analyze the Safety/Sanitation chapters of at least two Culinary Academy text books. Prepare and list of the facts and/or concepts that appear most important as they are emphasized in all texts that were reviewed. Review and evaluate Local Board of Health evaluation of the facility. Demonstrations for Introduction to Commercial Foods. (Peer Teaching) Culinary II Safety and Sanitation Management projects: posters and/or power point presentations Properly “set up a pot sink”. Check and record temperatures and chemical levels. Prior to beginning the assigned station mis en place, record refrigeration and food temperatures on log sheets. Check temperatures of stored and prepared foods. Record and check with Regulatory Agency guidelines if temperatures are out side of the <i>Danger Zone</i>. Role model proper dress and personal hygiene for safety. Demonstrate safe food handling and storing practices at all times including labeling and proper storage containers.</p> | <p>Written tests and quizzes Pass with 100% accuracy a facility based safety and sanitation test. Worksheets Project assessments Formal and production lab safety/sanitation assessment criteria Article summaries Notebook assessments Responses to discussion questions Journal assessments Daily grade according to rubric for safety and sanitation as per chef instructor professional observation</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Culinary and Hospitality Management II
Unit #2: Professionalism and Community Service Interaction**

Enduring Understanding: Professional ethics and community interaction are necessary for the success of a commercial foodservice operation

Essential Questions: What regulatory agencies would be a reliable source for developing professional ethics in commercial food service facility management criteria?

How does community service learning impact the development of a professional persona?

How would career exploration of the various food service professions aid in the management of a food service operation?

Unit Goals: Identify sources for the criteria needed to develop management skills and a professional persona.

Determine which community resources could benefit from a partnership with a commercial foodservice facility.

Recognize the various foodservice professions and their roles in a foodservice operation.

Demonstrate an understanding of the characteristics of a professional.

Duration of Unit: 8 weeks (on going)

NJCCCS: 9-12.9.1.A.2, 5; B.2; D.1, 2

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>How do you develop a “professional ethic” or managerial style?</p> <p>Which organizations in the community could benefit from a foodservice partnership?</p> <p>What is a food stylist; a dietician; a nutritionist; a food critic; a roundsman; an executive chef; and a sous chef?</p> <p>What is the NRA and how could it help you as a foodservice professional?</p> | <p>Research sources on management styles.</p> <p>Compare and contrast the classic kitchen brigade system to the modern student-run facility.</p> <p>Develop a job description for each position in the backhouse of the student-run restaurant.</p> <p>Manage the backhouse for one week, including ordering, storing, quantity food production, garnishing, expediting, and safety/sanitation.</p> <p>List personal skills and professional traits/abilities. Analyze and match with foodservice career opportunities.</p> <p>Design and implement a community service partnership project.</p> <p>Participate in “Childhood Hunger Day” and other ACF-sponsored community service events.</p> | <p>Classroom text: “The Professional Chef”</p> <p>Computer/ lab/internet</p> <p>Summative portfolio business communication samples</p> <p>Professional trade publications and contact with National Restaurant Association; Chef’s Association; Skills USA club; community service clubs and college/ Universities</p> | <p>Teacher introduction and overview of reputable professional organizations; associations; agencies and clubs to serve as professional models and sources for career exploration/ planning activities and community service learning projects.</p> <p>Guest presenters</p> <p>Formal community and career service learning research action projects.</p> <p>Career exploration of front and back house food service operations through student involvement in the daily operation of the student run restaurant.</p> | <p>Grading rubric for demonstrated professional by teacher observation.</p> <p>Formal action research project grading criteria.</p> <p>Authentic portfolio assessment of professional entries of work samples.</p> <p>Professional skill competition: in house; local; state and national.</p> <p>Criteria for earned college articulation credits.</p> |

Suggestions on how to differentiate in this unit:

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- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Culinary and Hospitality Management II
Unit #3: Standardized Recipe Development for Commercial Foodservice Facilities.**

Enduring Understanding: The role of the manager in standardized recipe production is to insure the delivery of the menu considering cost nutrition, the audience, taste, texture, and appearance.

Essential Questions: What are the advanced techniques in butchering and fabrication of meats, poultry and seafood to accommodate standardized recipe development?

Which garde manger techniques are utilized in the preparation of pantry, salads and cold foods?

How can baking and pastry techniques be identified in hot food cookery and adjusted for professional product presentation?

Unit Goals: Understand the role of the manager in delivering the menu according to the standard criteria.

Develop samples of advanced garde manger techniques.

Formulate a production schedule for stocks, soups, and sauces.

Compile and identify formula and techniques for baking and pastry applications in standardized recipe production.

Duration of Unit: 8 weeks (on going)

NJCCCS: 9-12.9.1.A.1-3; B.1-5; C.1-2; 9-12.9.2.D.1-5; F.1-6

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|--|---|
| <p>How do you develop and implement standardized recipes for meat, poultry, and fish? How do you calculate yields and food costs of various food products for a standardized recipe? What are the proper safety and sanitation procedures for butchering and fabricating meat, poultry, and seafood? How do geometry, physics, and psychology apply to plate and buffet design? How are breads and pastries incorporated into a menu for a catered event?</p> | <p>Design a HACCP flow chart for proper storage and handling of meats, poultry, and seafood in the student-run facility. Calculate the food cost percentages for a weekly menu in the restaurant facility. Create original food presentations. Generate plate designs for reproduction using geometry, physics, and related food science concepts. Review trade journals and food magazines to determine current trends. Illustrate designs for specialty cakes and desserts using digital imagery. Convert basic standardized recipes into specialty and signature dish status using fine dining restaurant standards of culinary arts. Fabricate meats and poultry for catered events and competitions. Incorporate weekly labs into the restaurant production menu.</p> | <p>Class room text: “The Professional Chef” and the Culinary Academy Library of recipe books and standardized recipes. Technology: Computer lab; digital cameras; media presenters; internet; flash drives Chef presenters and demonstrators. Professional culinary DVD/ videos of culinary applications Professional menu samples Professionally equipped commercial kitchen and restaurant</p> | <p>Students will review portfolio entries and class room text chapters for each culinary technique/ category. Chef instructors will overview/ demonstrate and model the previously learned culinary materials and mentor the management activities through a series of formal and production lab experiences. Students will practice and demonstrate advanced culinary skill proficiency in butchering, fabrication, garde manger techniques baking/ pastry arts adjustments for professional product presentation. Students will assume front and back house management level positions in the student run restaurant. Students will analyze and adjust catering menus and related standardized recipes to accommodate yields and audience needs.</p> | <p>Rubric grading for professionalism and skill demonstration. Teacher observation of management qualities as per task analysis and duty sheets. Customer evaluations/ comments Guest chef evaluators Review of summative portfolios for grading and college articulation credits. Mid term exams Final exams Entry into formal competitions.</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Culinary and Hospitality Management II**

Unit #4: Career Exploration and Advanced Management Applied to Breakfast and Lunch Production

Enduring Understanding: There is protocol and established management principles for the governance of the backhouse kitchen brigade.

Essential Questions: What are the specifications for developing task analyses for the kitchen brigade stations?

What are the criteria for buffet project management?

How would participation in a Baking and Pastry Arts entrepreneurship create a realistic model for a career plan?

Unit Goals: Establish criteria for developing a task analysis for each station in the kitchen brigade.

Examine the different menu-planning and dietary guidelines for buffet catering.

Integrate baking and pastry techniques into the standardized recipe procedures.

Demonstrate a professional role in governance of catered events in the student-run restaurant.

Duration of Unit: 8 weeks (on going)

NJCCCS: 9-12.9.1.A.1-5; B.1-5; C.1-5, 9-12.9.2.D.1-2; 9-12.9.2.E.1-8,

| Guiding/ Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|---|--|---|---|
| <p>How do you determine the number and qualifications of staff in a specific kitchen brigade?</p> <p>How do you establish “ownership” of a particular station for an employee?</p> <p>How do you organize a kitchen station?</p> <p>What elements go into a buffet presentation?</p> <p>Where could information about entrepreneurship be found?</p> | <p>Explore different management styles.</p> <p>Participate in task analysis for the student-run restaurant.</p> <p>Develop safety and sanitation protocol for buffet presentation.</p> <p>Design a buffet for a catered event in the student-run restaurant.</p> <p>Develop a business plan for a bakery.</p> <p>Create a concept and logo for a catering business.</p> | <p>Classroom text: “The Professional Chef”; “Professional Baking” and the Culinary Academy Library of books and standardized recipes.</p> <p>Technology: computer lab; digital cameras; media presenters; internet; flash drives; soft ware programs.</p> <p>Samples of professional corporate task analysis and job descriptions of jobs parallel to those of the student run restaurant.</p> <p>Professionally equipped commercial kitchen and bake shop. /</p> <p>National Baker’s Association and corporate food service managers/ members and trade publications.</p> | <p>Teacher overview and class discussion of task analysis and job descriptions for the kitchen brigade with “industry samples”</p> <p>Work sheets for “stations” and “production sheets” in the back house</p> <p>Student management research action project.</p> <p>Buffet action research project</p> <p>“In basket management activities”</p> <p>Student review and analyze the “baking and pastry arts” component of the student run restaurant, the 5 Star Café. Students will survey/ complete action projects to design a baking/pastry arts entrepreneurship.</p> <p>Review Safety/ sanitation portfolio entries and research current NRA ServSafe materials to effectively and efficiently plan and deliver buffet menus</p> <p>Student daily participation and application of learned pastry arts and baking management, buffet presentation in the running of the 5 Star Cafe.</p> | <p>Rubric grading for professionalism and skill proficiency in the daily operation of the student run restaurant.</p> <p>Teacher observation and evaluation of students demonstrated professionalism</p> <p>Review of summative portfolio entries.</p> <p>Formal action research projects.</p> <p>Mid term exams</p> <p>Final exams</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Culinary and Hospitality Management II
Unit #5: Quantity Food Production and Catering**

Enduring Understanding: Quantity food production and catering require a different and unique array of skills and techniques, separate from standardized foodservice production.

Essential Questions: How do recipe adjustments, time management, and equipment differ for quantity production of stocks, soups and sauces?
What food science concepts and mathematical principles apply to quantity food production of starches grains, and pastas?
How do you identify and accommodate the individual needs of a specific audience for a catered event?

Unit Goals: Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production.
Identify food science concepts in quantity production of starches, grains, and pastas.
Recognize specific and general audience needs for catered events.
Establish guidelines for applying mathematical principles to quantity food production.
Demonstrate a mastery of stock, soup, and sauce production.

Duration of Unit: 8 weeks (on going)

NJCCCS: 9-12.9.2.E.1-8, 9-12.9.1.B.1-4.a, 9-12.9.1.B.4.d, 9-12.9.1.B.5, 9-12.9.1.1-3, 9-12.9.2.C.1-2

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|---|--|---|
| <p>How do you calculate ingredients and equipment for stock, soup, and sauce production for a catered event? How do you determine heat applications for starches, grains and pastas in quantity food production? What are the necessary skills involved in professional time management? What nutritional guidelines are involved in the planning of a catered event? Which special dietary accommodations would appeal to a large menu audience? What factors must be considered when planning a buffet presentation?</p> | <p>Complete an independent study project to master the preparation of the four stocks, five lead sauces, and the three varieties of soups. Develop standardized soup recipes for the restaurant facility, including equipment mis en place. Prepare quantity soups for the local soup kitchen. Incorporate and coordinate the use of student-prepared stocks and sauces into the weekly menu. Compile dietary and menu planning guidelines Create and/or adjust standardized recipes to incorporate the principles of healthy cooking.</p> | <p>Class room text: “Food Science”; “The Professional Chef” and the Culinary Academy Library of books and standardized recipes. Chef instructor made packet: Soups; stocks and sauces quantity production project. Department of Health and Human Services; Association of Registered Dieticians Technology: computer lab, digital camera, internet and flash drives. Chef demonstrators/ presenters. Calculators; measuring /design tools Samples of corporate catering menus/criteria</p> | <p>Review and application of portfolio entries from “Culinary Math Course Work” Develop a “work plan” to develop and demonstrate professional time management for the 5 Star Café food production schedules. Independent study and production of quantity soups, stocks and sauces for the 5 Star Café Restaurant through the chef instructor made packet: Soups, stocks and sauces quantity production project. Research the food science concepts that relate to the quantity production of starches, grains and pasta as they relate to commercial foods and standardized recipe application for quantity foods. Complete the research action project for a buffet and apply the quantity considerations of yields and food science to the identified audience (s) Research and apply nutritional and special dietary accommodations to quantity food production in the 5 Star Café and catered events. Students will research and identify careers in quantity food production, nutrition and food science through their experiences in the student run restaurant, the 5 Star Café.</p> | <p>Grading according to rubric for quantity food preparation and professionalism. Review of summative portfolio entries. Research action project for quantity production of stocks soups and sauces. Mid term exam Final exam. Review of summative entries into career portfolio to earn college articulation credit.</p> |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.