

Roselle Public Schools



Career and Technical Education Curriculum

Kitchen Assistant I

Level I – Grade 10



Mission

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st Century global society.

Vision

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

Core Beliefs

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21st Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.



21st Century Skills		
LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others



Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1	Act as a responsible and contributing citizen and employee
CRP2	Apply appropriate academic and technical skills
CRP3	Attend to personal health and financial well-being
CRP4	Communicate clearly and effectively and with reason
CRP5	Consider the environmental, social and economic impacts of decisions
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them
CRP9	Model integrity, ethical leadership and effective management
CRP10	Plan education and career paths aligned to personal goals
CRP11	Use technology to enhance productivity
CRP12	Work productively in teams while using cultural global competence



Standards

Career Cluster		9.3. HOSPITALITY & TOURISM CAREER CLUSTER
Number	Standard Statement	
By the end of Grade 12, Career and Technical Education Program completers will be able to:		
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.	
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.	
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.	
9.3.HT.4	Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.	
Pathway	RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)	
9.3.HT - RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.	
9.3.HT - RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.	
9.3.HT - RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.	
9.3.HT - RFB.4	Demonstrate leadership qualities and collaboration with others.	
9.3.HT - RFB.5	Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.	
9.3.HT - RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.	
9.3.HT - RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.	
9.3.HT - RFB.8	Implement standard operating procedures related to food and beverage production and guest service.	
9.3.HT - RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.	
9.3.HT - RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.	



GUIDELINES FOR ADAPTING INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES AND STUDENTS AT RISK

Problem	Adaptation / Strategies
Enlarge Print	
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> • Retype materials on primary typewriter • Utilize individual magnifying glasses • Project material on wall using opaque projector • Enlarge font within document
Reduce Distraction on Page	
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> • Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items
Enlarge Space In Which Student Responds	
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> • Provide separate answer sheet with space for response • Provide blackboard/whiteboard for written response
Color Code Material	
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition
Utilize Arrows for Directionality	
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> • Provide arrows as cues for following obstacle course • Utilize arrows to indicate direction of math operations on number line • Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing
Modify Vocabulary	
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified directions • Instructor gives information or directions in simplified terms
Tape Record Material	
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> • Record directions for learner to refer to • Record test; verbal or written learner response • Record passage; learner follows written text



Course Description

Kitchen Assistant I, is a course designed for students in grade 10th. This course, will prepare students to work under the supervision of chefs and other food service professionals as kitchen support staff and commercial food preparation workers.

This course is the level 1 of the program. In this level, the student will learn safety and sanitation principles and will be introduced to the use, maintenance and sanitation of kitchen tools and equipment.

Student will learn the proper use and care of kitchen knives and food preparation principles such as preparation of salads, sandwiches, and breakfast cookery. Student will be exposed to a variety of food, their uses, storage, and preparation.

Occupation	Entry Level - Education	Median pay
Bartenders	Less than high school	18,900
Chefs and head cooks	High school diploma or equivalent	42,480
Cooks	Culinary school – up to 2 years	20,550
Food and beverage serving and related workers	Less than high school	18,400
Food preparation workers	Less than high school	19,300
Waiter and waitresses	Less than high school	18,540



Scope and Sequence

Unit	Title
1.	Introduction to the hospitality industry
2.	Safety and sanitation
3.	Kitchen basics
4.	Stocks and soups
5.	Standardized recipes and conventions
6.	Basic food science
7.	Nutrition



Unit 1		Introduction to the Hospitality Industry	
Essential questions:	What are the career opportunities in the Hospitality Industry? What advantages does learning to work with food offer students?		
Outcome	CCSS	Unit topics	Assessments
Identify Career Opportunities	CCSS.ELA-Literacy.CCRA.SL.3	Workplace guidelines (<i>relate to classroom guidelines</i>)	Web Search: Hospitality Career
Demonstrate Language Arts Skills	CCSS.ELA-Literacy.CCRA.R.2	Entry-level jobs	Narrative essay: "My Last Meal" or "My Favorite Foods"
Demonstrate personal productivity	CCSS.ELA-Literacy.CCRA.R.3	Job Applications	Classroom Guidelines Assessment
Explain the importance of employability skill and entrepreneurship skills	CCSS.ELA-Literacy.CCRA.R.4	Careers in the Hospitality Industry	Personal Career Plan
	CCSS.ELA-Literacy.CCRA.R.5	Job searches	Create a Resumé
	CCSS.ELA-Literacy.CCRA.L.4	History of Foodservice	Career Portfolio
	CCSS.ELA-Literacy.CCRA.L.5		The steps of starting a business
	CCSS.ELA-Literacy.CCRA.L.6		
	CCSS.ELA-Literacy.CCRA.W.3		
	CCSS.ELA-Literacy.CCRA.W.4		
	CCSS.ELA-Literacy.CCRA.W.5		



Unit 2		Safety and Sanitation	
Essential questions:		How does food become dangerous or contaminated? How can food handlers help keep food safe?	
Outcome	CCSS	Unit topics	Assessments
<p>Demonstrate mathematics knowledge and skills</p> <p>Exhibit the ability to follow state mandated guidelines for food service</p> <p>Demonstrate and incorporate workplace safety procedures</p> <p>Demonstrate the importance of health, safety, and environmental management systems.</p> <p>Utilize operational systems</p> <p>Use and care for commercial tools and equipment</p>	<p>CCSS.ELA-Literacy.CCRA.R.7</p> <p>CCSS.ELA-Literacy.CCRA.R.10</p> <p>CCSS.ELA-Literacy.RST.9-10.3</p> <p>CCSS.ELA-Literacy.RST.9-10.4</p> <p>CCSS.ELA-Literacy.RST.9-10.7</p> <p>CCSS.ELA-Literacy.RST.9-10.9</p> <p>CCSS.Math.Content.K.MD.A.1</p> <p>CCSS.Math.Content.3.MD.A.2</p> <p>CCSS.Math.Content.5.MD.C.3</p>	<p>Safety Procedures</p> <p>Sanitation Protocol</p> <p>Microorganisms and Food borne illnesses</p> <p>Time and Temperature Safety</p> <p>Professional Grooming and Appearance</p> <p>Knife Safety</p>	<p>Simulation of Practice Drill</p> <p>Design and Integrate a HACCP Checklist</p> <p>Evaluation of Daily Grooming Practices</p> <p>Formative Exercises with Knife Skills</p> <p>Summative Assessments on Selected Knife Skills</p> <p>Rubric Evaluation of Sanitation in Kitchen Operation</p> <p>Extended Response on Safety and Sanitation Research</p> <p>Temperature Log:</p> <ul style="list-style-type: none"> ➤ Monitor temperature increase of a protein being roasted and chart it ➤ Monitor temperature decrease of ice cream being chilled in refrigerator, freezer, and ice bath



Unit 3		Kitchen Basics	
Essential questions:		What skills and knowledge makes a person an effective member of a kitchen staff? What are the names and uses for the equipment found in the kitchen?	
Outcome	CCSS	Unit topics	Assessments
Identify Career and job opportunities Exhibit the ability to follow state mandated guidelines for food service Demonstrate and incorporate workplace safety procedures Demonstrate personal productivity Explain the importance of employability skill Demonstrate leadership and teamwork skills needed to accomplish goals Utilize operational systems Use and care for tools and equipment	CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.4 CCSS.ELA-Literacy.CCRA.R.7	Residential Kitchen equipment- small wares, appliances, pots/pans Industrial Kitchen Equipment Dry and wet measurements Knife types and uses Teamwork- kitchen brigades Protocol for working in the kitchen	Introduce students to equipment throughout the kitchen. Demonstrate proper uses for equipment. Students will identify equipment and wares throughout residential and industrial kitchen, and how to use them. Demonstrate and explain measurement techniques for wet and dry ingredients. Students will demonstrate proper techniques for measuring wet and dry ingredients. Introduce various knife types and demonstrate how to use them. Students will identify correct knife types and cuts for various tasks. Explain the need for teamwork in the professional setting, and how a kitchen brigade can help accomplish tasks effectively. Explain kitchen brigade system. Students will apply the kitchen brigade system to their lab setting.



Unit 4		Stocks and Soups	
Essential questions:	What information about food science would enable a consumer to solve problems or make decisions about food issues?		
Outcome	CCSS	Unit topics	Assessments
Demonstrate language arts knowledge and skills	CCSS.ELA-Literacy.CCRA.R.1	Identify and explain the principles of various thickening agents used in food preparation	Formative: Vocabulary Quiz Presentation
Demonstrate mathematics knowledge and skills	CCSS.ELA-Literacy.CCRA.R.5		
Demonstrate science knowledge and skills	CCSS.ELA-Literacy.CCRA.SL.4	Identify the essential parts of a stock	Summative: Finished project (soup & stock prep) Knife skills
Follow state guidelines for food service	CCSS.ELA-Literacy.CCRA.L.3	Demonstrate three methods to prepare bones for stock	
Demonstrate personal productivity	CCSS.ELA-Literacy.CCRA.L.4	Identify and give an example of two basic soups	Vocabulary Assessment
Use and care for commercial tools and equipment	CCSS.ELA-Literacy.CCRA.L.6	Identify broth, consomme', puree, clear and cream soups	
Describe the principles of basic food science		Know the difference between: <ul style="list-style-type: none"> • Stock • White Stock • Bisque • Broth • Chowder • Fumet • Roux 	
Demonstrate how to read, follow and prepare recipes			



Unit 5		Standardized Recipes & Conversions	
Essential questions:		How are “good” recipes structured? How is math used to adjust recipe quantities?	
Outcome	CCSS	Unit topics	Assessments
Demonstrate language arts knowledge	CCSS.ELA-Literacy.CCRA.R.1	The structure of a recipe	Accurately reading and following of recipes during kitchen labs.
Demonstrate mathematics knowledge and skills	CCSS.ELA-Literacy.CCRA.R.4	Characteristics of a “Standardized Recipe”	Create a “standardized recipe”
Use and care for commercial tools and equipment	CCSS.ELA-Literacy.CCRA.R.5	Proper measurement practices (dry vs. liquid)	Recipe Conversion Assessment
Demonstrate how to read, follow and prepare recipes	CCSS.ELA-Literacy.CCRA.R.9	Standard & metric units of measure (volume, weight, temperature)	Create a work schedule from a class recipe for your lab group.
	CCSS.ELA-Literacy.CCRA.W.2	Kitchen equipment and recipe uses	
	CCSS.ELA-Literacy.CCRA.W.3	Making a work schedule (efficiency)	
	CCSS.ELA-Literacy.CCRA.W.4	Gathering mise en place	
	CCSS.ELA-Literacy.CCRA.W.5	Increasing and Decreasing recipe yield.	
	CCSS.ELA-Literacy.CCRA.L.3	Creating Conversion factors	
	CCSS.Math.Content.HSN-Q.A.1		
	CCSS.Math.Content.HSN-Q.A.2		
	CCSS.Math.Content.HSN-Q.A.3		
	CCSS.Math.Content.HSA-REI.A.2		
	CCSS.Math.Content.HSG-MG.A.2		



Unit 6		Basic Food Science	
Essential questions:		How do various cooking methods impact the taste and texture of foods? How does our biology effect how we sense our food?	
Outcome	CCSS	Unit topics	Activities & Assessments
Demonstrate science knowledge	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	Effects of heat and cold on foods	Labs and experiments to demonstrate food science concepts.
Demonstrate the principles of basic food science	<u>CCSS.ELA-Literacy.CCRA.R.2</u>	Cooking methods- dry heat, moist heat, and combination heat.	Research on senses and food
	<u>CCSS.ELA-Literacy.CCRA.R.4</u>	Chemical changes in food in the cooking process	Read food critics' reviews, and write reviews of recent food experiences
	<u>CCSS.ELA-Literacy.CCRA.R.6</u>	How do we sense food?	Non-taster/Super-taster experiment
	<u>CCSS.ELA-Literacy.CCRA.R.8</u>	How does the tongue work- taste buds, super tasters and non tasters	
	<u>CCSS.ELA-Literacy.CCRA.R.10</u>	How are food aversions started?	
	<u>CCSS.ELA-Literacy.CCRA.W.1</u>	What characteristics influence a person's like/dislike of food?	
	<u>CCSS.ELA-Literacy.CCRA.SL.3</u>	How do we subjectively and objectively evaluate food?	
	<u>CCSS.ELA-Literacy.CCRA.L.4</u>		
	<u>CCSS.ELA-Literacy.CCRA.L.5</u>		
	<u>CCSS.Math.Content.HSG-MG.A.2</u>		



Unit 7		Nutrition	
Essential questions:	How can knowledge of proper nutrition and cooking techniques influence diet?		
Outcome	CCSS	Unit topics	Activities & Assessments
03.0 Demonstrate mathematics knowledge and skills	CCSS.ELA-Literacy.CCRA.R.1	Essential nutrients and their functions	Students will identify essential nutrients and the roles they play in health.
04.0 Demonstrate science knowledge and skills.	CCSS.ELA-Literacy.CCRA.R.2	Dietary Needs of special populations	Students will be able to identify necessary course of action when malnutrition happens
13.0 Describe the principles of Food Science	CCSS.ELA-Literacy.CCRA.R.4	Nutrition & Wellness- malnutrition	Students will understand how culture impacts dietary decisions.
14.0 Demonstrate how to read, follow, and prepare recipes	CCSS.ELA-Literacy.CCRA.R.8	Interpreting food labels & nutritional claims	Students will demonstrate healthy cooking techniques.
15.0 Describe the basic principles of nutrition	CCSS.ELA-Literacy.CCRA.R.9	How cooking techniques influence nutrition	Students will create healthy menus using nutrition information.
	CCSS.ELA-Literacy.CCRA.R.10	Creating menus that utilize nutritional principles	