

Roselle Public Schools



Career and Technical Education Curriculum

Kitchen Assistant II

Level II – Grade 11



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



Roselle Public Schools

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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 II, is a course designed for students in grade 11th. 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 2 of the program. In this level, the student will learn about job responsibilities in front and on the back of the house, baking principles and menu design.

Student will learn to prepare and present food and beverage items to meet creativity aspects as well as quality standards, and to apply principles of food science.

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.	Front of the house
2.	Back of the house
3.	Fruits and vegetables
4.	Basics of baking
5.	Nutrition and menu design
6.	Garde Manger
7.	Potatoes and grains



Unit 1		Front of the house	
Essential questions:	What employment positions and responsibilities fall under the “Front-of-the-House?”		
Outcome	CCSS	Unit topics	Assessments
Identify and explain front-of-the house and back of the house duties.	CCSS.ELA-Literacy.CCRA.R.4 CCSS.ELA-Literacy.CCRA.SL.1	FOH job descriptions Styles of Table service	Evaluation set-up of dining room for service Server order taking role play
Prepare and present food and beverage items to meet creativity aspects and quality standards.	CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.SL.3	Place setting Importance of menu knowledge	Steps of service assessment Guest Complaint Letter
Exhibit and utilize safe, secure, and sanitary work procedures.	CCSS.ELA-Literacy.CCRA.SL.6 CCSS.ELA-Literacy.CCRA.L.1	Interacting with guest <ul style="list-style-type: none"> • Taking food orders • Offering food descriptions 	Customer Complaint Letter (response to “Guest Complaint Letter” assignments)
Perform front-of-the-house duties	CCSS.ELA-Literacy.CCRA.L.3	Handling plates, glasses, silverware, server trays, and tray jacks. The steps of service Table manicuring and bussing Handling customer complaints Customer complaint letters	FOH vocabulary assessment



Unit 2		Back of the house	
Essential questions:	What are the positions involved in running a restaurant or catering operation and how do they work together?		
Outcome	CCSS	Unit topics	Assessments
Identify and explain front-of-the-house and back-of-the-house duties	CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.6 CCSS.ELA-Literacy.CCRA.R.7	The Kitchen Brigade FOH vs. BOH Back-of-the-House Operations	FOH vs. BOH • True and False Assessment • Short Answer Essay Questions on the operation of each station
Prepare and present food and beverage items to meet creativity aspects as well as quality standards	CCSS.ELA-Literacy.CCRA.R.10 CCSS.ELA-Literacy.CCRA.W.2	HACCP in the Kitchen • Review Temperature Logs • Safety and Sanitation Practices	Vocabulary Quiz on Kitchen Communication Terms
Exhibit and utilize safe, secure, and sanitary work procedures	CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.W.6	Presentation of Foods	Design Your Own Hot Line • Integration with Drafting and Design Academies
Apply principles of food science in cooking and baking techniques	CCSS.ELA-Literacy.CCRA.SL.1 CCSS.Math.Content.HSN-Q.A.2 CCSS.Math.Content.HSS-MD.A.2	Purchasing, Receiving, and Inventory Introduce the Pyramid of Thickening Agents	Create Sample Menus for Various Customers and Present in Student Competition to determine most successful
Apply principles of nutrition in menu planning, cooking, and baking		“Eat with Your Eyes First”	Analyze and BEO and Establish Production Plan • Purchasing Order • Receive Shipments with Bill of Lading • Design Production Sheets Train Mock Staff
Perform back-of-the-house and inventory duties			



Unit 3		Fruits and vegetables	
Essential questions:	<ul style="list-style-type: none"> • In what ways can a chef add fruits and vegetables to a lunch menu? • What specific types of fruits and vegetables should a chef consider and why? • How can a chef create a menu that offers interesting and unusual choices, while addressing the needs of a particular clientele? 		
Outcome	CCSS	Unit topics	Assessments
<p>Classify fruits by the different types.</p> <p>Understand the different USDA quality grades for fresh fruits and vegetables.</p> <p>Identify factors that affect purchasing decisions.</p> <p>Recognize appropriate ways of storing fruits.</p> <p>List and demonstrate the steps for preparing fruit for service.</p> <p>Demonstrate the various methods for cooking fruits.</p>	<p>CCSS.ELA-Literacy.CCRA.R.1</p> <p>CCSS.ELA-Literacy.CCRA.R.2</p> <p>CCSS.ELA-Literacy.CCRA.R.9</p> <p>CCSS.ELA-Literacy.CCRA.W.6</p> <p>CCSS.ELA-Literacy.CCRA.W.7</p> <p>CCSS.ELA-Literacy.CCRA.W.8</p> <p>CCSS.ELA-Literacy.CCRA.SL.2</p> <p>CCSS.ELA-Literacy.CCRA.SL.5</p> <p>CCSS.ELA-Literacy.CCRA.L.6</p> <p>CCSS.Math.Content.HSN-Q.A.1A.1</p> <p>CCSS.Math.Content.HSN-Q.A.3</p>	<p>Fruits:</p> <ul style="list-style-type: none"> • Summer fruits • Winter fruits • Tropical fruits <p>Purchasing, Storing, and Grading fruits.</p> <p>Preparing fruits</p> <p>Serving fruits</p> <p>Vegetables:</p> <ul style="list-style-type: none"> • Flower vegetable • Fruit vegetable • Green leaf vegetable • Seed vegetable • Root vegetable <p>Purchasing, Storing, and Preparing vegetables.</p>	<p>Formative</p> <p>Presentation</p> <p>Vocab quiz</p> <p>Summative</p> <p>Vocab Test</p> <p>Multiple choice</p> <p>True & False</p> <p>Written Response</p>



Unit 4		Basics of Baking	
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
Prepare and present food and beverage items to meet creativity aspects as well as quality standards	CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2	Quick Breads- demonstrate the different results based on mixing, heat, pans, etc. Demonstrate the difference of batter breads.	Formative/ Presentation Vocab quiz Summative/ Vocab Test Multiple choice True & False Written Response
Exhibit and utilize safe, secure, and sanitary work procedures	CCSS.ELA-Literacy.CCRA.R.9 CCSS.ELA-Literacy.CCRA.W.6	Yeast Raised Breads- demonstrate gluten development. Students observe the action of a living yeast product.	
Apply principles of food science in cooking and baking techniques	CCSS.ELA-Literacy.CCRA.W.7 CCSS.ELA-Literacy.CCRA.W.8	Students have a hands-on experience with rounding breads and/or rolls. Actual observation of the proofing and baking of the yeast product	
Apply principles of nutrition in menu planning, cooking, and baking	CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.SL.5 CCSS.ELA-Literacy.CCRA.L.6	Yeast, Gluten, Carmelization, Ferment, Foaming method, Leavener, Knead, Lean Dough, Proofed, Rich Dough, Straight mix method, Sourdough, High Ratio, Phyllo, Pate a' choux, Roll-in dough, Quick bread, Soufflé, Bavarian creams, Bloom, Crème anglaise, Pastry creams, tempering, Curdle	
	CCSS.Math.Content.HSN-Q.A.1A.1 CCSS.Math.Content.HSN-Q.A.3		



Unit 5		Nutrition & Menu Design	
Essential questions:	How does menu design influence customers' health?		
Outcome	CCSS	Unit topics	Assessments
Apply principles of food science in cooking and baking techniques	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2	Brief review of nutrition	Discuss dietary needs of special populations using information from the FDA
Apply principles of nutrition in menu planning, cooking, and baking	CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8	Impact of menu design on customer health Impact of cooking techniques on flavor, texture, healthiness of food	Create a menu for guests with special dietary needs
Solve problems using critical thinking skills, creativity, and innovation	CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.7 CCSS.ELA-Literacy.CCRA.W.8	Discuss what responsibilities restaurants have to customers Design menu based on recommendations by MyPlate food guide	



Unit 6		Garde Manger	
Essential questions:	What is included in the production of the Garde Manger?		
Outcome	CCSS	Unit topics	Assessments
Identify and explain front-of-the-house and back-of-the-house duties	<u>CCSS.ELA-Literacy.CCRA.R.4</u>	<p>The Role of the Garde Manger within the Modern Kitchen</p> <ul style="list-style-type: none"> History (Before Refrigeration) French: “Keeping to Eat” The former “Guild” Evolution: The Cold Kitchen <p>Classic Techniques</p> <ul style="list-style-type: none"> Salads, Hors d’oeuvres, Canapés Aspics, Terrines, Pates Confits Butchering and Charcuterie <p>Carvings</p> <ul style="list-style-type: none"> Ice Fruits and Vegetables Edible Centerpiece Competition Salt Dough Butter or Tallow <p>Presentation</p> <ul style="list-style-type: none"> Cold food on a cold plate Aspic coated platters Ice carving architecture <p>Evolution</p> <ul style="list-style-type: none"> Why is Charcuterie a dying art? <p>What benefits are provided by the Garde Manger Kitchen?</p>	<p>Write an Extended Response analyzing the gradual deterioration of the classic Garde Manger into the Modern Garde Manger Kitchen</p> <p>Students create a canapé that captures their individual, “one bite story”. Play a game where students have to guess one another by their canapés.</p> <p>Demo the decoration of a platter, terrine, and roast being coated in Aspic. Have students duplicate for a formative exercise.</p> <p>Host individual competition to select Student Representative for ProStart Edible Centerpiece State Conference</p> <p>Design and produce cold plated salads or desserts in a realistic catering for a summative assessment on chilled dishes.</p> <p>True and False questions regarding classic techniques found in the Garde Manger Kitchen.</p>
Prepare and present food and beverage items to meet creativity aspects as well as quality standards.	<u>CCSS.ELA-Literacy.CCRA.R.10</u> <u>CCSS.ELA-Literacy.CCRA.W.4</u> <u>CCSS.ELA-Literacy.CCRA.W.6</u> <u>CCSS.ELA-Literacy.CCRA.W.9</u> <u>CCSS.ELA-Literacy.CCRA.SL.6</u>		
Exhibit and utilize safe, secure, and sanitary work procedures.	<u>CCSS.ELA-Literacy.CCRA.L.6</u> <u>CCSS.Math.Content.HSS-MD.B.7</u>		
Apply principles of food science in cooking and baking techniques	<u>CCSS.Math.Content.HSS-MD.A.2</u> <u>CCSS.Math.Content.HSS-ID.B.6</u>		
Apply principles of nutrition in menu planning, cooking, and baking.			



Unit 7		Potatoes and grains	
Essential questions:	<ul style="list-style-type: none"> • What types of potatoes would work best at lunch and dinner? • What types of grains should be used? How can you encourage patrons to try new grain dishes? • How much variety can you offer without impacting your budget? 		
Outcome	CCSS	Unit topics	Assessments
<p>Identify different types of potatoes and the most recommended uses.</p> <p>Demonstrate the methods for selecting, receiving, and storing potatoes.</p> <p>Demonstrate the different types of cooking methods and recipes for preparing potatoes</p>	<p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>CCSS.ELA-Literacy.CCRA.SL.1</p> <p>CCSS.ELA-Literacy.CCRA.SL.2</p> <p>CCSS.ELA-Literacy.CCRA.SL.3</p> <p>CCSS.ELA-Literacy.CCRA.SL.6</p> <p>CCSS.ELA-Literacy.CCRA.L.1</p> <p>CCSS.ELA-Literacy.CCRA.L.3</p>	<p>Potatoes</p> <ul style="list-style-type: none"> • Types • Selecting and storing potatoes • Cooking potatoes <p>Legumes & grains</p> <ul style="list-style-type: none"> • Selecting and storing legumes • Cooking legumes • Grains • Selecting and storing • Cooking grains <p>Pastas</p> <ul style="list-style-type: none"> • Pasta and dumplings • Cooking pasta • Cooking dumplings 	<p>Design a menu with different grains</p> <p>Create a menu for guests with special dietary needs</p> <p>Vocabulary assessment</p> <p>Formative/ Presentation Vocab quiz</p> <p>Summative/ Vocab Test Multiple choice True & False Written Response</p>