

# Roselle Public Schools



**Career and Technical Education Curriculum**

## **Kitchen Assistant III**

Level III – Grade 12



## **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 21<sup>st</sup> 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 21<sup>st</sup> 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.



<h1>21st Century Skills</h1>		
<b>LEARNING &amp; INNOVATION</b>	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>	<b>LIFE &amp; CAREER SKILLS</b>
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgments and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and /evaluate Information</li> <li><input type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Goals and Time</li> <li><input type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>



## 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.

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

### Standards



Career Cluster		9.3. HOSPITALITY & TOURISM CAREER CLUSTER
Number	Standard Statement	
<b>By the end of Grade 12, Career and Technical Education Program completers will be able to:</b>		
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	
<b>Enlarge Print</b>		
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> <li>• Retype materials on primary typewriter</li> <li>• Utilize individual magnifying glasses</li> </ul>	<ul style="list-style-type: none"> <li>• Project material on wall using opaque projector</li> <li>• Enlarge font within document</li> </ul>
<b>Reduce Distraction on Page</b>		
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> <li>• Reduce problems or items on page</li> <li>• Frame specific items on page</li> </ul>	<ul style="list-style-type: none"> <li>• Cover area on page to reduce items</li> </ul>
<b>Enlarge Space In Which Student Responds</b>		
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> <li>• Provide separate answer sheet with space for response</li> <li>• Provide blackboard/whiteboard for written response</li> </ul>	
<b>Color Code Material</b>		
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> <li>• Color code topic sentence in reading test and supporting sentences in another color</li> <li>• Color code directions, examples, and problems in different colors</li> <li>• Color code math symbols (= + - x) for easy recognition</li> </ul>	
<b>Utilize Arrows for Directionality</b>		
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> <li>• Provide arrows as cues for following obstacle course</li> <li>• Utilize arrows to indicate direction of math operations on number line</li> </ul>	<ul style="list-style-type: none"> <li>• Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing</li> </ul>
<b>Modify Vocabulary</b>		
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> <li>• Rewrite directions in workbook</li> <li>• Provide vocabulary list with synonyms or simplified directions</li> <li>• Instructor gives information or directions in simplified terms</li> </ul>	
<b>Tape Record Material</b>		
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> <li>• Record directions for learner to refer to</li> <li>• Record test; verbal or written learner response</li> <li>• Record passage; learner follows written text</li> </ul>	

**Course Description**



## Roselle Public Schools

Kitchen Assistant III, is a course designed for students in grade 10<sup>th</sup>. 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 3 of the program. In this level, students will learn about serving guests, management essentials, controlling costs for purchasing, preparing breakfast, salads, and desserts and baked foods.

This course will include the application of skills in a structured learning experience such as “teachers café” of job shadowing at a local restaurant or school cafeteria.

### Prerequisites:

- Kitchen Assistant I
- Kitchen Assistant II
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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.	Careers in hospitality
2.	Serving your guest
3.	Breakfast and sandwiches
4.	Management essentials
5.	Controlling costs
6.	Salads and garnishing
7.	Purchasing and inventory
8.	Desserts and bakes foods





Essential questions:		What opportunities exist in the hospitality industry? How does one achieve success in the hospitality industry?	
Outcome		Unit topics	Assessments
<p>Research career and advancement opportunities in professional cooking and baking</p> <p>Use oral and written communication skills in creating, expressing, and interpreting information and ideas</p>	<p>CCSS.ELA-Literacy.RST.9-10.1</p> <p>CCSS.ELA-Literacy.RST.9-10.2</p> <p>CCSS.ELA-Literacy.RST.9-10.4</p> <p>CCSS.ELA-Literacy.RST.9-10.7</p> <p>CCSS.ELA-Literacy.RST.9-10.8</p> <p>CCSS.ELA-Literacy.CCRA.W.1</p> <p>CCSS.ELA-Literacy.CCRA.W.2</p> <p>CCSS.ELA-Literacy.CCRA.W.7</p> <p>CCSS.ELA-Literacy.CCRA.W.8</p>	<p>Examine career opportunities within the hospitality industry</p> <p>Research job opportunities and necessary skills and training for each</p> <p>Research postsecondary educational opportunities for desired positions</p> <p>Research influential people and organizations in the history of hospitality</p> <p>Discuss benefits of membership in professional organizations</p> <p>Develop a personal career plan including resumes, interview skills, and other soft skills</p>	<p>Student research and career presentations</p> <p>Create Individual Job Portfolios</p> <ul style="list-style-type: none"> <li>• Updated resume</li> <li>• Cover letter</li> <li>• Reference Letter</li> </ul>

<b>Unit 2</b>	<b>Serving your guests</b>
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# Roselle Public Schools

<p>Essential questions:</p>	<p>How can you provide excellent customer services to clientele?          How can you resolve problems caused by inexperienced staff?          How can you maintain an excellent standard of customer services?</p>		
Outcome	CCSS	Unit topics	Assessments
<p>Explain the definition of service and hospitality.</p> <p>Identify and demonstrate ways to cause an excellent first impression.</p> <p>Identify and meet customers' needs.</p> <p>Identify ways to ensure a positive dining experience to customers.</p> <p>Express ways to resolve customer complaints.</p> <p>Demonstrate knowledge and skills in setting styles, set ups, and staff.</p> <p>Explain traditional service staff responsibilities.</p>	<p>CCSS.ELA-Literacy.CCRA.R.1          CCSS.ELA-Literacy.CCRA.R.3          CCSS.ELA-Literacy.CCRA.R.7          CCSS.ELA-Literacy.CCRA.R.9          CCSS.ELA-Literacy.CCRA.R.10          CCSS.ELA-Literacy.CCRA.W.2          CCSS.ELA-Literacy.CCRA.W.3          CCSS.ELA-Literacy.CCRA.W.4          CCSS.ELA-Literacy.CCRA.W.7          CCSS.ELA-Literacy.CCRA.W.6          CCSS.ELA-Literacy.CCRA.W.7          CCSS.ELA-Literacy.CCRA.W.8          CCSS.ELA-Literacy.CCRA.SL.1          CCSS.ELA-Literacy.CCRA.SL.2          CCSS.ELA-Literacy.CCRA.L.6          CCSS.Math.Content.HSN-Q.A.1          CCSS.Math.Content.HSG-MG.A.1</p>	<p><b>Importance of customer services:</b></p> <ul style="list-style-type: none"> <li>• Definition of service and hospitality</li> <li>• First impressions</li> <li>• Identifying customer's needs</li> </ul> <p><b>Ensuring a positive dining experience:</b></p> <ul style="list-style-type: none"> <li>• Reservations and requests</li> <li>• Greeting and taking orders</li> <li>• Suggestive selling</li> <li>• Alcohol service</li> <li>• Processing payments</li> <li>• Getting feedback on customer satisfaction</li> <li>• Resolving customer complaints</li> </ul> <p><b>Service styles, set-ups, and staff:</b></p> <ul style="list-style-type: none"> <li>• Contemporary service</li> <li>• Traditional service</li> <li>• Traditional set-ups</li> <li>• Traditional service staff responsibilities</li> <li>• Service tools and station.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a script for:             <ul style="list-style-type: none"> <li>• Greeter</li> <li>• Server</li> <li>• Bartender</li> <li>• Buser</li> </ul> </li> <li>➤ Visit a local restaurant. Pay attention to the first impression. You do not need to dine here. Discuss your findings in two paragraphs.</li> <li>➤ Working with two other students, develop a skit demonstrating proper customer service, beginning with the customer's entrance and concluding with his departure. Perform the skit for the class.</li> <li>➤ Respond to questions</li> <li>➤ Working in small group, identify the silverware needed to serve the following dishes:             <ul style="list-style-type: none"> <li>• Grilled stake with baked potatoes and vegetables</li> <li>• Garden salad with ranch dressing</li> <li>• Chicken and dumpling stew</li> <li>• Shellfish consommé</li> <li>• Triple-layer mocha fudge cake with vanilla ice-cream.</li> </ul> </li> </ul>

<b>Unit 3</b>	<b>Breakfast and sandwiches</b>
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Essential questions:	What would your bigger concerns be in starting up a brunch service?		
Outcome	CCSS	Unit topics	Assessments
<p>Differentiate between milk, cream and butter.</p> <p>Explain proper procedures for storing milk and milk products.</p> <p>Categorize the basic parts of cheese and primary kinds of cheese.</p> <p>Describe the different ways to cook and egg.</p> <p>Compile the primary breakfast proteins and explain how they should be handled for service.</p> <p>Explain what is hash and how it is prepared.</p> <p>Describe the two basic types of breakfast cereal and potatoes and how are they prepared.</p> <p>Name traditional breakfast beverage and explain how they are prepared.</p> <p>Describe basic types of sandwiches.</p> <p>Name and demonstrate knowledge of use of elements in a sandwich station.</p>	<p>CCSS.ELA-Literacy.CCRA.R.1</p> <p>CCSS.ELA-Literacy.CCRA.R.3</p> <p>CCSS.ELA-Literacy.CCRA.R.7</p> <p>CCSS.ELA-Literacy.CCRA.R.9</p> <p>CCSS.ELA-Literacy.CCRA.R.10</p> <p>CCSS.ELA-Literacy.CCRA.W.2</p> <p>CCSS.ELA-Literacy.CCRA.W.3</p> <p>CCSS.ELA-Literacy.CCRA.W.4</p> <p>CCSS.ELA-Literacy.CCRA.W.7</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.1</p> <p>CCSS.ELA-Literacy.CCRA.SL.2</p> <p>CCSS.ELA-Literacy.CCRA.L.6</p> <p>CCSS.Math.Content.HSN-Q.A.1</p> <p>CCSS.Math.Content.HSG-MG.A.1</p>	<p><b>Dairy products and eggs:</b></p> <ul style="list-style-type: none"> <li>• Milk and milk products</li> <li>• Receiving and storing milk</li> <li>• Creams</li> <li>• Butter and butter substitute</li> <li>• Cheese</li> <li>• Eggs</li> </ul> <p><b>Breakfast foods and drinks:</b></p> <ul style="list-style-type: none"> <li>• Pancakes, waffles, crepes, and French toast.</li> <li>• Preparing breakfast meet and starches</li> <li>• Hot breakfast beverages: coffee, tea, and cocoa.</li> </ul> <p><b>Sandwiches:</b></p> <ul style="list-style-type: none"> <li>• Basic kind of sandwiches</li> <li>• Primary sandwiches components: bread, spread, and filling.</li> <li>• Sandwich stations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a graphic that shows the relationship between milk, cream and butter.</li> <li>➤ Investigate cocoa service in a restaurant setting. What is the best way to make cocoa? Does it hold well? Should guest make their own with a mix at their table? Share your opinion with the class.</li> <li>➤ Create two complete breakfast menu options for wedding brunch. Your menu must include the main course, side dishes, and the beverage. Explain why you chose specific menu options for the event.</li> <li>➤ Choose four types of sandwiches to open a sandwich shop in which you are the only employee and owner. (Read page 67)</li> </ul>



Essential questions:		How can seven-step problem solving method help you work together with others? What can you do to foster a spirit of diversity and respect in the workplace?	
Outcome	CCSS	Unit topics	Assessments
<p>Explain the benefits of diversity in the workplace.</p> <p>Demonstrate ways to promote diversity in the workplace</p> <p>Name the types of harassment in the workplace and guidelines for handling it.</p> <p>Name and explain the different types of leaders and characteristics.</p> <p>Describe lawful practices for interviewing and hiring.</p> <p>Explain the importance of performance appraisals and training of staff.</p>	<p>CCSS.ELA-Literacy.CCRA.R.1</p> <p>CCSS.ELA-Literacy.CCRA.R.3</p> <p>CCSS.ELA-Literacy.CCRA.R.7</p> <p>CCSS.ELA-Literacy.CCRA.R.9</p> <p>CCSS.ELA-Literacy.CCRA.R.10</p> <p>CCSS.ELA-Literacy.CCRA.W.2</p> <p>CCSS.ELA-Literacy.CCRA.W.3</p> <p>CCSS.ELA-Literacy.CCRA.W.4</p> <p>CCSS.ELA-Literacy.CCRA.W.7</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.1</p> <p>CCSS.ELA-Literacy.CCRA.SL.2</p> <p>CCSS.ELA-Literacy.CCRA.L.6</p>	<p><b>Learning to work together:</b></p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Respectful workplaces</li> <li>• Teamwork</li> </ul> <p><b>Being a successful leader:</b></p> <ul style="list-style-type: none"> <li>• Leadership skills</li> <li>• Motivation</li> <li>• Ethics</li> <li>• Problem solving</li> <li>• Organizational skills</li> </ul> <p><b>Interviewing and orientation:</b></p> <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Interviewing job applicants</li> <li>• Lawful hiring practices</li> <li>• Orientation</li> </ul> <p><b>Training and evaluation:</b></p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Performance appraisal</li> <li>• Management equipment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Select a company you admire. Research its workplace diversity, both its public statement and its actual practices. Create a one-page report that represents your findings.</li> <li>➤ Think of an employer or instructor (without identifying the person) that has demonstrated positive or negative leadership skills. Explain in a one-page paper how his/her behavior affected your attitude about the job or class.</li> <li>➤ Research federal, state, and county laws affecting teenagers in the workplace and write a one-page paper on your findings.</li> <li>➤ Respond to questions</li> <li>➤ Work in a group to create a plan and perform a skit on training a new employee. Make a chart on what to do and what not to do.</li> </ul>
<b>Unit 5</b>		<b>Controlling costs</b>	



Essential questions:	How can menus be synchronized to reduce waste and redundancy? What aspects of a business are important to control cost and increase profit		
Outcome	CCSS	Unit topics	Assessments
<p>Explain types of cost control.</p> <p>Describe an operating budget.</p> <p>Create a profit and loss repot.</p> <p>Describe tools used for control of costs.</p> <p>Describe steps in controlling food costs and percentages.</p> <p>Explain ways to control costs in labor.</p> <p>Demonstrate knowledge of quality standards for purchasing, storing, production, service and inventory.</p>	<p>CCSS.Math.Content.HSN-Q.A.1</p> <p>CCSS.Math.Content.HSN-Q.A.2</p> <p>CCSS.Math.Content.HSN-Q.A.3</p> <p>CCSS.Math.Content.HSA-REI.A.2</p> <p>CCSS.Math.Content.HSG-MG.A.2</p> <p>CCSS.ELA-Literacy.CCRA.R.1</p> <p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>CCSS.ELA-Literacy.CCRA.R.5</p> <p>CCSS.ELA-Literacy.CCRA.R.9</p> <p>CCSS.ELA-Literacy.CCRA.W.2</p> <p>CCSS.ELA-Literacy.CCRA.W.3</p> <p>CCSS.ELA-Literacy.CCRA.W.4</p> <p>CCSS.ELA-Literacy.CCRA.W.5</p> <p>CCSS.ELA-Literacy.CCRA.L.3</p>	<p><b>Introduction to cost control:</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Types of costs</li> <li>• Operating budgets</li> <li>• Profit and loss reports</li> <li>• Cost-control tools</li> </ul> <p><b>Controlling food costs:</b></p> <ul style="list-style-type: none"> <li>• Steps</li> <li>• Determining food costs and percentages</li> <li>• Establishing standard portion costs</li> <li>• Controlling portion sizes</li> <li>• Monitoring production and cost</li> <li>• Menu pricing</li> </ul> <p><b>Controlling labor:</b></p> <ul style="list-style-type: none"> <li>• Budgeting labor costs</li> <li>• Scheduling</li> </ul> <p><b>Quality standards for:</b></p> <ul style="list-style-type: none"> <li>• Purchasing, receiving and storing</li> <li>• Food, production and service</li> <li>• Inventory</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a scenario in which you are running your own operation. Which 3 methods of analyzing profit-and-loss reports would be the most useful and why? Two-page paper.</li> <li>➤ Working in small groups, create a poster showing the various steps in the food flow process at which you can control costs. Include 2 or 3 methods.</li> <li>➤ Put together a one-page plan to address a restaurant staff turnover issue. Describe the steps you will take.</li> <li>➤ Write a two-paragraph proposal of how would you address labor concerns and what would you do to maintain a well-educated, loyal and content staff.</li> </ul>

<b>Unit 6</b>	<b>Salads and garnishing</b>
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Essential questions:	How can healthy food be attractive in terms of both taste and flavor? How can food presentation be made more attractive without increasing costs?		
Outcome	CCSS	Unit topics	Activities & Assessments
Describe different types of salads and best ways to handle ingredients	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	<p><b>Salads:</b></p> <ul style="list-style-type: none"> <li>• Ingredients and parts of a salad</li> <li>• Types of salads</li> <li>• Salads and service</li> <li>• Cleaning and storing salads</li> </ul> <p><b>Salad dressings and dips:</b></p> <ul style="list-style-type: none"> <li>• Types of dressing</li> <li>• Dips</li> </ul> <p><b>Garnishes:</b></p> <ul style="list-style-type: none"> <li>• Why and how?</li> <li>• Garnishing desserts</li> <li>• Garnishing soups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Choose two types of salads for making a menu and explain your reasoning.</li> <li>➤ Conduct a research on hummus. Focus on nutritional value and ingredients. Write a one-page report on your findings.</li> <li>➤ List five strategies for successful soup garnishing.</li> </ul>
Design and prepare attractive salads	<u>CCSS.ELA-Literacy.CCRA.R.2</u>		
	<u>CCSS.ELA-Literacy.CCRA.R.4</u>		
Prepare different types of dressings and dips.	<u>CCSS.ELA-Literacy.CCRA.R.6</u>		
Explain why and how are garnishes used and best ways to garnish desserts and soups.	<u>CCSS.ELA-Literacy.CCRA.R.8</u>		
	<u>CCSS.ELA-Literacy.CCRA.R.10</u>		
	<u>CCSS.ELA-Literacy.CCRA.W.1</u>		
	<u>CCSS.ELA-Literacy.CCRA.SL.3</u>		
	<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>		

<b>Unit 7</b>	<b>Purchasing and inventory</b>
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Essential questions:			
Outcome		CCSS	
		Unit topics	
		Activities & Assessments	
Essential questions: Why is it important to understand the economic factors that affect product price? How can quality standards affect pricing and consistency?			
Describe the five steps in the purchasing process.  Explain the four basic goals of purchasing.  List the main layers in the channels of distribution.  Determine the major categories of goods and services.  Describe the factors to determining quality standards.  Compare factors that influence food prices.  Describe the best guidelines for receiving purchases.  Discriminate between perishable and non-perishable items.  Explain the two main methods for taking inventory.		CCSS.Math.Content.HSA-REI.A.2  CCSS.Math.Content.HSG-MG.A.2  CCSS.Math.Content.HSN-Q.A.1  CCSS.Math.Content.HSN-Q.A.2  CCSS.Math.Content.HSN-Q.A.3  CCSS.ELA-Literacy.CCRA.R.1  CCSS.ELA-Literacy.CCRA.R.4  CCSS.ELA-Literacy.CCRA.R.5  CCSS.ELA-Literacy.CCRA.R.9  CCSS.ELA-Literacy.CCRA.W.2  CCSS.ELA-Literacy.CCRA.W.3  CCSS.ELA-Literacy.CCRA.W.4  CCSS.ELA-Literacy.CCRA.W.5  CCSS.ELA-Literacy.CCRA.L.3	
		<b>Introduction to purchasing:</b> <ul style="list-style-type: none"> <li>• Channels of distribution flow</li> <li>• Goods and services: what's being purchased</li> <li>• Buyers: who's doing the purchasing</li> </ul> <b>Making purchasing decisions:</b> <ul style="list-style-type: none"> <li>• Determining quality standards</li> <li>• Writing product specifications</li> <li>• Ordering</li> <li>• Ordering forms</li> <li>• Knowing food prices</li> </ul> <b>Managing purchases:</b> <ul style="list-style-type: none"> <li>• Receiving orders</li> <li>• Storing orders</li> <li>• Taking inventory</li> </ul>	
		<ul style="list-style-type: none"> <li>➤ Develop a written code of ethics for buyers to follow. Share your list with the class.</li> <li>➤ Create a purchase order for a cobb salad for your own 200-seat fine-dining restaurant.</li> <li>➤ Identify three possible reasons why you have a gap between your inventory and what you thought you would have. Consider scenario on page 342.</li> </ul>	



Unit 8		Desserts and baked foods	
Essential questions: What dessert items would be the most appealing to a wide variety of people, while also being relatively light on labor? Is dessert as important as other aspects of food service?			
Outcome	CCSS	Unit topics	Activities & Assessments
Name the main ingredients in baking.	CCSS.Math.Content.HSA-REI.A.2	<ul style="list-style-type: none"> <li>• Bakeshop basics</li> <li>• Yeast breads</li> <li>• Quick breads and cakes</li> <li>• Pies, pastries and cookies</li> <li>• Chocolates</li> <li>• Specialty desserts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the mise in place for making Parker House rolls. Create a flow chart of the recipe method.</li> <li>➤ Investigate online the baking qualities of artificial sweeteners. Write a two-paragraph explanation comparing it to sugar or honey.</li> <li>➤ Create a time-line of the history of yeast bread making and how the process was invented.</li> <li>➤ Respond to questions</li> <li>➤ Research two cookie makeup methods. Compare and contrast the two in one-page report.</li> <li>➤ Write a one-page report explaining how white chocolate is made and its common uses in cuisine.</li> </ul>
Describe the primary percentages for proper baking.	CCSS.Math.Content.HSG-MG.A.2		
Prepare basic types of dough used in baking.	CCSS.Math.Content.HSN-Q.A.1		
Describe and utilize the two basic methods used to make yeast bread.	CCSS.Math.Content.HSN-Q.A.2		
List and explain the 10 basic steps to making yeast bread.	CCSS.Math.Content.HSN-Q.A.3		
Prepare and explain process for making quick breads and cakes.	CCSS.ELA-Literacy.CCRA.R.1		
Prepare and explain process for making pies, pastries, and cookies.	CCSS.ELA-Literacy.CCRA.R.4		
Explained how chocolate made, stored and tempered.	CCSS.ELA-Literacy.CCRA.R.5		
	CCSS.ELA-Literacy.CCRA.R.9		
	CCSS.ELA-Literacy.CCRA.W.2		
	CCSS.ELA-Literacy.CCRA.W.3		
	CCSS.ELA-Literacy.CCRA.W.4		
	CCSS.ELA-Literacy.CCRA.W.5		
	CCSS.ELA-Literacy.CCRA.L.3		