# Unit 4:  Food Service

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Advanced Culinary Arts

# Grade 12

# Food Service

**Belleville Board of Education**

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## Unit Overview

There are a variety of job opportunities available in the food industry. The majority of foodservice jobs provide a service, such as cooking food or waiting on customers. In additional to food production, there are also jobs in service, management, food researchers, science, sale representatives, dietitians, teachers, etc. The foodservice employment segment is one of the largest in the country. Many secondary education programs offer advanced education and training leading to foodservice/culinary certifications and degrees. These programs help students develop the skills and experience needed for a successful career. Most foodservice operations use a traditional kitchen brigade system to divide responsibilities and the work load for preparing food.

## Enduring Understanding

- Cooperative teamwork is essential in order to complete a large task within a limited time period.
- Good time management must be utilized to complete tasks efficiently.
- A safe working environment is essential in food preparation.
- A sanitary working environment is essential in food preparation.
- Food must be prepared to preserve its nutritive value, quality and appearance
- People eat with their eyes as well as with their mouths.
- Food must be attractively presented.

## Essential Questions

- Is the student able to effectively communication with others?
- Is the student able to work cooperatively with others to accomplish a task?
- Does the student use time efficiently and effectively?
- Is the student able to develop a kitchen work plan to efficiently participate in the food lab to prepare a recipe?
- Can the student identify and demonstrate the safe operation and care of major and small appliances used in food preparation?
- Can the student identify, select, and properly use common kitchen utensils based on function for specific tasks?
- Is the student able to construct meal plan using a set of criteria: nutritive value, budget, preparation time, skill levels, and appearance?
- Can the student interpret and analyze nutritional data to evaluate food choices?
- Is the student able to prepare foods from various food groups maintaining the nutritive value, quality, and appearance?
- Can the student demonstrate proper food handling practices, kitchen safety, personal cleanliness and kitchen sanitary guidelines to avoid and prevent accidents and bacteria cross-contamination?
- Is the student able to successfully prepare food products following a written recipe, utilizing proper and safe culinary techniques?
- Can the student set a table for food service?
- Is the student able to professionally arrange baked goods for attractive presentation?

## Exit Skills

Student will be able to:

- prepare a food plan using a set of criteria: nutritive value, budget, preparation time, skill levels, and appearance.
- interpret and analyze nutritional data to evaluate food choices.
- prepare foods from various food groups maintaining the nutrient value, quality, and appearance.
- explain and demonstrate proper food handling practices, kitchen safety, personal cleanliness and kitchen sanitary guidelines to avoid and prevent accidents and bacteria cross-contamination.
- successfully prepare food products following a written recipe, utilizing proper and safe culinary techniques.
- professionally and attractively present food products.
- work in a commercial kitchen as part of a team.
- Complete NOCTI exit test.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.12.ED.1 | Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |
| 9.3.12.ED.2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |
| 9.3.12.ED.3 | Use critical thinking to process educational communications, perspectives, policies and/or procedures. |
| 9.3.12.ED.4 | Evaluate and manage risks to safety, health and the environment in education and training settings. |
| 9.3.12.ED.10 | Apply organizational skills and logic to enhance professional education and training practice. |
| 9.3.12.ED.11 | Demonstrate group management skills that enhance professional education and training practice. |
| 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.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. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RST.11-12.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LA.RST.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |

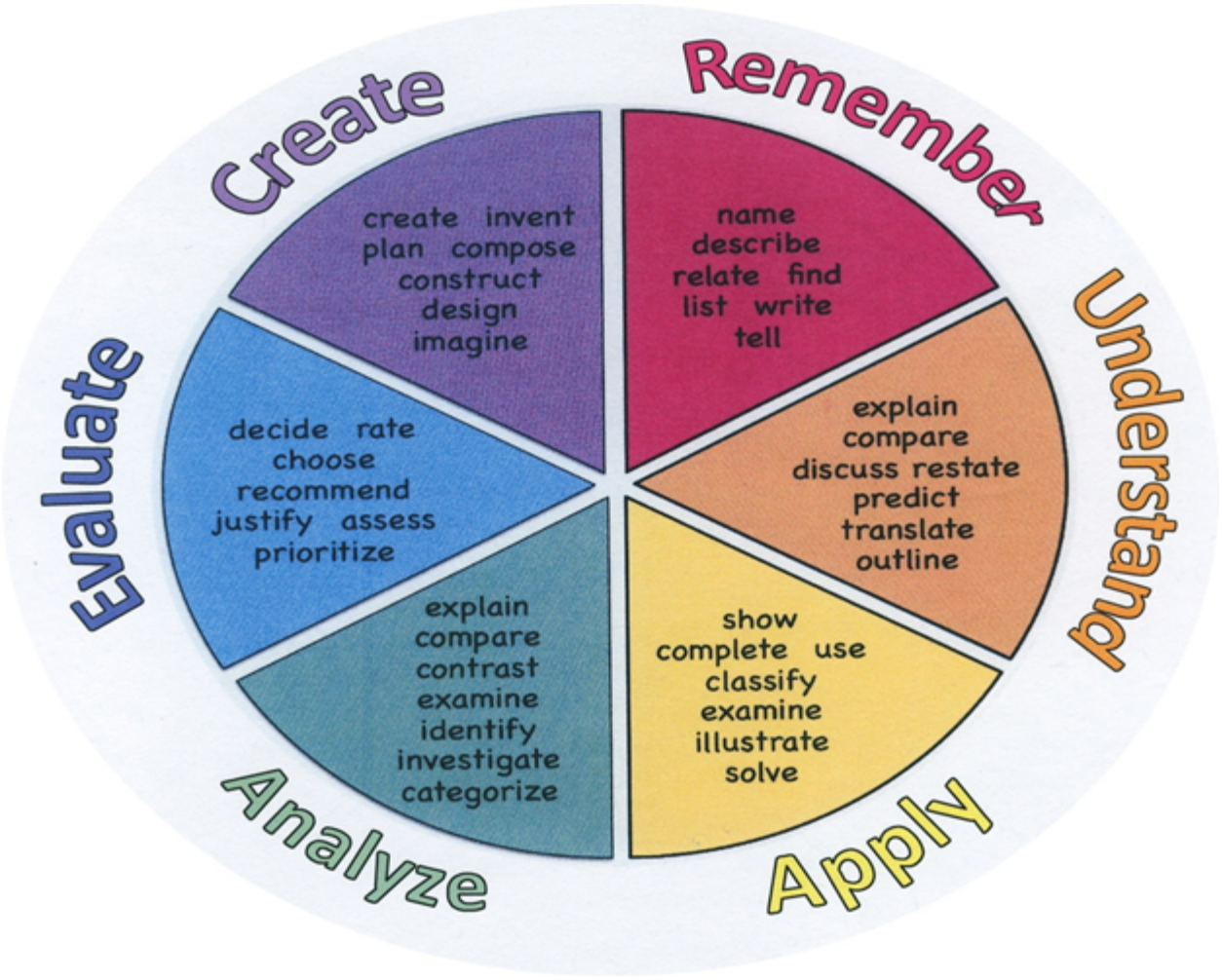
| | |
|---|---|
| LA.RST.11-12.9 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| LA.WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

## Learning Objectives

Student will demonstrate the ability to:

- construct, edit and organize luncheon flyers.
- plan a schedule for culinary events.
- develop, revise, and post culinary web pages.
- perform safe and sanitary practices while working in the kitchen.
- explain and demonstrate kitchen jobs and tasks as a part of kitchen preparation team.
- select and utilize the correct tool/equipment based on function.
- read and follow a recipe utilizing various skills and techniques to prepare a successful food product.
- explain and properly perform culinary terms and techniques.
- construct and follow a task work schedule demonstrating good time management and completing tasks as a team.
- prepare food for a group
- evaluate food products to determine their appeal and menu selection..
- correctly set a table for food service.
- professionally serve and attractively present food for others to enjoy.
- work in a commercial kitchen as part of a team.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- Plan Culinary Arts event schedule for the year
- Design and construct luncheon flyers
- Construct, develop and update culinary website
- Set table based on a specific menu
- Modify a recipe to prepare food in quanities.
- Prepare a work task schedule.
- read and follow a recipe utilizing various skills and techniques to prepare a successful food product.
- explain and properly perform culinary terms and techniques.
- professionally serve and attractively present food.

## Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks
- Unit 4 Test-summative assessment
- Unit Review/Test prep
- Study Guides
- Culinary Events-
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Explaining-formative assessment
- Teacher Student Conference-alternate assessment
- Professionally serve and attractively present food.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

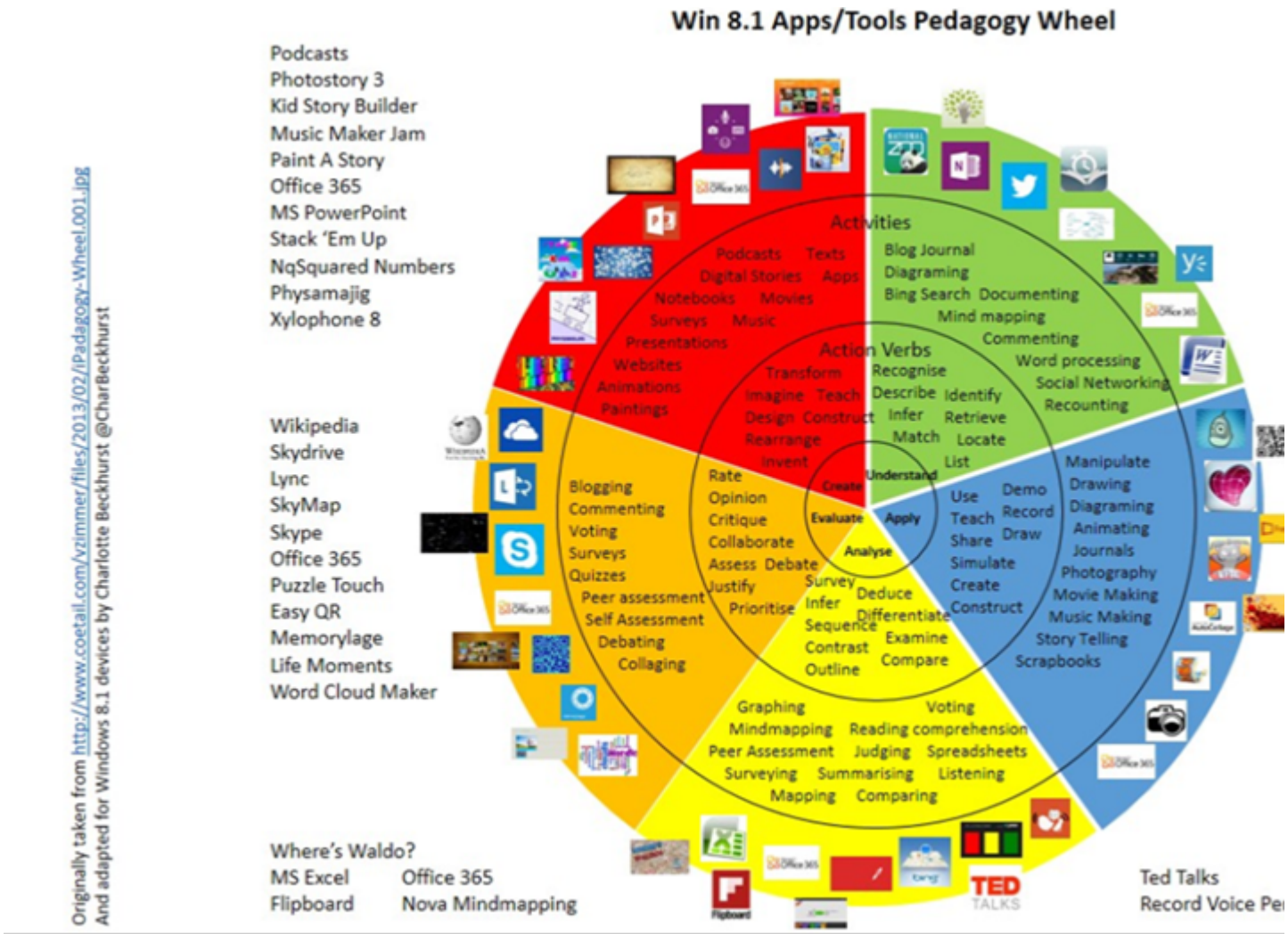
- Textbook: *Guide to Good Food*
- Textbook: *Culinary Essentials*
- Textbook – *Foundation of Restaurant Management*
- Video Clip: A Day in the Life of a Chef
- A Chef Uniform
- Power Point Presentations
- Internet

## Ancillary Resources

- Career Training Education Presentations/Discussions
- The Food Industry
- Video – Food Service Study Guide
- Chapter worksheets/questions
- Filling out culinary learning logs

## Technology Infusion

- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Appliancations
- Power Point



| | |
|---|---|
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |

## Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Critical Thinking and Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Life and Career Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

- Develop employable skills to build the capacity for successful careers.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**Differentiations:**

- Small group assignments
- Added time to complete assignments
- Pairing oral instructions with visuals
- Repeat directions as needed
- Reinforcing on-task behaviors and skill acquisition
- Reduce amount of assignments that are due
- Rephrase written directions
- Study guides provided
- Additional time for skill mastery
- Test read to student
- Visual presentation
- Small Group Instruction
- Additional Time

**Hi-Prep Differentiations:**

- Project-based Learning
- Problem-based Learning

**Lo-Prep Differentiations**

- Goal Setting with Students
- Mini Workshops to re-teach or extend skills

## Special Education Learning (IEP's & 504's)

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding

- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Teach Key Concepts
- Visual Teaching Aids:  Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with an Assigned Partner
- Preview of Content, Concepts, and Vocabulary

- Check Work Frequently for Understanding
- Peer Tutoring

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic.  eliminate nonessential information
- tutoring by peers
- providing study guides
- allowing students to correct errors (looking for understanding)
- allowing products to demonstrate student's learning
- using authentic assessments with real-life problem-solving

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class or in a text
- Advanced problem-solving
- Higher order, critical and creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

See first unit: Employability and Career Development for an example