

Department of College and Career Readiness

Culinary Science II Café Curriculum

5.0 Credits



Unit One

Culinary Science II Café

Course Description

In Culinary Science I Café, Culinary Learners primary two responsibilities is the support of The Ghost Café (**a variety of food, beverage and snack items in a casual atmosphere**) Salad Bar and Table Service. Culinary Learners will become proficient in sanitation and safety regulations. Culinary Learners will become proficient in the application, sanitation and maintenance of kitchen tools and equipment. Culinary Learners will become proficient practice and maintenance of kitchen knives. Culinary Learners will identify various vegetables, salad dressings, cold sandwiches, soups, marinades, and cold sauces. The course will cover preparation of a variety of accompaniment salads, such as; Cole Slaw, Egg Salad, Pasta Salad and Potato Salad. The art of emulsion in preparing homemade mayonnaise, vinaigrettes and other salad dressing, such as 1000 Islands, French, Cesar and Bleu Cheese etc.

The Table Service (**study the “art of serving well”**), which places prominence on developing and enhancing the Culinary Learner’s ability to become proficient in a la carte related service tasks in a setting, which strongly models a food industry cafe. Table Service Learners are expected to be proficient in table preparation of informal and formal dining settings, order taking and display of proper etiquette. They will study menu reading, equipment requirements, and communication with guests, grooming, colleague interaction, logistical considerations and bill preparation.

Culinary Science II Café

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Culinary Science Sanitation and Safety	approx. 17 weeks
Unit 2	Introduction to a Professional Kitchen	approx. 5 weeks
Unit 3	Table Service and Etiquette	approx. 8 weeks
Unit 4	Basic Salads and Dressings	approx. 5 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

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

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem

Interdisciplinary Connections

English Language Arts

- Close reading of industry-related content
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: HOSPITALITY & TOURISM (HT)

- 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.

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.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.

Common Career Technical Core (CCTC)

Career Cluster: Hospitality & Tourism

Restaurants & Food/ Beverage Services Career Pathway

HT-RFB 1 - Describe ethical and legal responsibilities in food and beverage service facilities.

- HT-RFB 1.1 – Utilize comments and suggestions from the customer service area to formulate improvements and ensure guest satisfaction.
- HT-RFB 1.2 – Comply with laws regarding hiring, harassment and safety issues.
- HT-RFB 1.3 – Apply ethical and legal guidelines as they relate to restaurants and food and beverage services job performance.
- HT-RFB 1.4- Identify ethical issues and model ethical behavior in the workplace.

HT-RFB 02 - Demonstrate safety and sanitation procedures in food and beverage service facilities.

- HT-RFB 02.1- Identify sanitation procedure to ensure facility is in compliance with health codes.
- HT-RFB 02.2- Identify overall safety procedures necessary to maintain a safe work area.
- HT-RFB 02.3 - Demonstrate emergency and first aid knowledge and procedures applicable to the workplace.

HT-RFB 07 - Utilize technical resources for food services and beverage operations to update or enhance present practice.

- HT-RFB 07.2 - Retrieve website information to use in menu planning, recipes and for product information.

HT-RFB 08 - Implement standard operating procedures related to food and beverage production and guest service.

- HT-RFB 08.1 – Implement operating procedures to comply with company requirements.
- HT-RFB 08.2 – Evaluate prepared foods for quality and presentation to meet quality standards.
- HT-RFB 08.3 – Prepare nutritional, quality foods utilizing basic food knowledge.
- HT-RFB 08.4 – Determine the appropriate type of food service to provide quality customer service.
- HT-RFB 08.5 – Evaluate types of kitchen equipment to match the correct cooking methodology.
- HT-RFB 08.6 - Describe the role of the menu as a marketing and planning tool.

Common Core State Standards (CCSS)

English-Language Arts » Science & Technical Subjects » Grade 11-12

Key Ideas and Details:

- CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CCSS.ELA-LITERACY.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.

Craft and Structure:

- CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes:

- CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core State Standards (CCSS)

Mathematics – High School: Number and Quantity » Quantities*

Reason quantitatively and use units to solve problems:

- CCSS.MATH.CONTENT.HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

<p>Course: Culinary Science Café II</p> <p>Unit: I- Culinary Science Sanitation and Safety</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: This Unit will be a introduction to Sanitation and Safety with revolving around; Sources of Hazard, Microbiology, HACCP= A Food Protection System HACCP (Hazard Analysis Critical Control Point), Food Handling, Cleaning, Sanitizing and Pest Control, Equipment, Facilities & Maintenance and First Aid/Fire Prevention.</p> <p>Culinary Learners' will be able to develop and demonstrate proficiency in the following areas:</p> <ul style="list-style-type: none"> • Identify foodborne illness • Identify Microorganisms • Identify time/temperature relationship with foodborne illness • Describe the relationship between personal hygiene and food safety • Explain methods for preventing food contamination. • Identify and apply correct procedures for cleaning and sanitizing equipment and utensils • Demonstration of Food Handling • Recognize problems and potential solutions associated with facility, equipment, and layout • Recognize problems and potential solutions associated with housekeeping and maintenance
<p>New Jersey Student Learning Standards (NJSLS): 9.3.HT.4, 9.3.HT.5, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.7, 9.3.HT-RFB.8</p>	
<p>Common Career Technical Core (CCTC): HT-RFB 1, HT-RFB 2, HT-RFB 7, HT-RFB 8</p>	
<p>Common Core State Standards (CCSS): RST.11-12.2, RST.11-12.3, RST.11-12.5, W.11-12.2, W.11-12.4, HSN.Q.A.1</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Analyze Foodborne illness caused by contaminated foods and produce methods of identification and prevention.</p>	<p>What are foodborne diseases?</p> <p>What are ways foods can get contaminated?</p>	<ul style="list-style-type: none"> • Identifies the causes and risk factors of foodborne illnesses. ▪ Identifies risk causes and factors of 	<p><u>Quizzes, Chapter and Marking Period Tests</u></p> <p><u>Graphic Organizer</u> Create a graphic</p>	<p><u>Food Safety & Hygiene Training Video in English Level 1</u> https://www.youtube.com/watch?v=A-_QTgKwHEw</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2</p> <p>CCTC: HT-RFB 01, HT-RFB 02</p> <p>CCSS: RST.11-12.2, RST.11-12.5, W.11-12.2, W.11-12.4</p>	<p>What are common reasons for foodborne disease?</p> <p>What groups of people are more vulnerable than others to foodborne disease? Why?</p>	<p>foodborne disease.</p> <ul style="list-style-type: none"> ▪ Identify sources of chemical food contamination ▪ Demonstrate safety precautions to avoid producing and spreading foodborne disease. ▪ Identifies with special accommodations for the most vulnerable groups of populous of foodborne disease. 	<p>organizer outlining the four vulnerable groups of foodborne disease, the causes and pro-active measures to protect from infection.</p> <p><u>Quizzes, Chapter and Marking Period Tests</u></p> <p><u>Poster</u> Draw pictures to show how people get ill from this pathogen, and what they can do to avoid getting ill from it.</p> <p><u>Venn diagram</u> Create a Venn diagram comparing E-Coli, Staphylococcus aureus and Salmonella</p>	<p><u>Basic Introduction to Food Hygiene</u> https://www.youtube.com/watch?v=Ddn1W3Rp-Fk</p> <p><u>Sanitation Education: Food Safety in the Meat Room</u> https://www.youtube.com/watch?v=Ddn1W3Rp-Fk</p>
<p>Distinguish pathogens and outline connection with foodborne illnesses</p>	<p>What is a bacterium and how is it connected with the food service</p>	<ul style="list-style-type: none"> ▪ Identifies with the consequences in violations of The 	<p><u>Short Experiment</u> Culinary Learners will conduct an experiment</p>	<p><u>Pathogenic E. coli 0157:H7 - Lucy Shapiro (Stanford)</u></p>

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<p>identifying their variable characteristics.</p> <p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2, 9.3.HT.RFB.8</p> <p>CCTC: HT-RFB 01, HT-RFB 02, HT-RFB 08</p> <p>CCSS: RST.11-12.2, RST.11-12.3, RST.11-12.5, W.11-12.2, W.11-12.4</p>	<p>industry?</p> <p>What are the common types of bacterial strains being combatted by the food industry?</p> <p>Why is Norwalk Virus believed to be the most common virus?</p> <p>What are parasites?</p>	<p>Temperature Danger Zone.</p> <ul style="list-style-type: none"> ▪ Identifies Salmonella bacteria. ▪ Identifies with the background of spores. ▪ Identifies PH Food Acidity and Alkalinity. ▪ Identifies E. Coli bacteria 0157:H7. ▪ Identifies Shigella Bacteria. ▪ Describes where Trichinella is found. ▪ Identifies that viruses do not reproduce on food. ▪ Identifies Scombroid Poisoning. 	<p>pouring Pepsi Cola over a Pork Chop. After ample time document and video-record the post reaction.</p> <p>Essay Describe how a person HIV positive can work with food</p> <p>Concept Map Create a concept map that outlines “The Timeline of Bacterial Growth” in good conditions to enhance growth.</p> <p>Quizzes, Chapter and Marking Period Tests Sources of hazards.</p>	<p>https://www.youtube.com/watch?v=Ddn1W3Rp-Fk</p> <p>Chasing Outbreaks: How Safe Is Our Food? Retro Report The New York Times https://www.youtube.com/watch?v=yfGOJKbqrWk</p> <p>Chicken Salmonella Thanks to Meat Industry Lawsuit https://www.youtube.com/watch?v=LKDaFAfPIG0</p> <p>4 Deadly Parasites That Are Found In Fast Food https://www.youtube.com/watch?v=1giMphD82EM</p> <p>Ciguatera Poisoning & Chronic Fatigue Syndrome https://www.youtube.com</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				/watch?v=Qrsl4ovG1wQ Foodborne Illness Outbreak Investigation: Behind the Scenes https://www.youtube.com/watch?v=68_BYmof3GA
<p>Assess and evaluate the time-temperature relationship associated with foodborne illness.</p> <p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2, 9.3.HT.RFB.7, 9.3.HT.RFB.8</p> <p>CCTC: HT-RFB 01, HT-RFB 02, HT-RFB 07, HT-RFB 08</p> <p>CCSS: RST.11-12.2, RST.11-12.5, W.11-12.2, W.11-12.4, HSN.Q.A.1</p>	<p>What are indicators of quality products?</p> <p>What is the role of the non-profit food safety management training organizations who set standards on PHF (Potentially Hazardous Food)?</p> <p>What are indicators of Botulism in canned foods?</p>	<ul style="list-style-type: none"> Identifies with checklist and procedures The USDA Grade Beef, Milk and Dairy Products and Poultry. Identifies all three important qualities of Modified Atmosphere Packaging (MAP). Demonstrates the skill to know the signs to suspect possible Botulism in canned goods. Identifies with the procedures of receiving seafood. 	<p>Venn Diagram Comparing The USA and The United Kingdom (England) sugar consumption reduction strategies.</p> <p>PowerPoint Create slides illustrating background of bacteria, viruses and parasites</p> <p>Essay The history of the USDA relationship with the Dairy Industry. Systems.</p>	<p>Meat Grading: "A Mark of Wholesome Meat" 1964 USDA 19min https://www.youtube.com/watch?v=9pj5IFY7L-g</p> <p>Beef Quality Grading https://www.youtube.com/watch?v=ELUiG5ex4Vo</p> <p>U.S. Poultry Quality Control and Food Safety https://www.youtube.com/watch?v=Jo5TPFU29YY</p> <p>Getting More Food</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p><u>Quizzes, Chapter and Marking Period Tests</u> Foodborne Disease and preventions.</p>	<p><u>From Local Farms To Schools</u> https://www.youtube.com/watch?v=pvZVznFTUCI</p> <p><u>Food Safety and Storage</u> https://www.youtube.com/watch?v=p5D-DlggH68</p>
<p>Recite the association relating personal hygiene, sanitation and food safety.</p> <p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2, 9.3.HT.RFB.8</p> <p>CCTC: HT-RFB 01, HT-RFB 02, HT-RFB 08</p> <p>CCSS: RST.11-12.2, RST.11-12.5, W.11-12.2, W.11-12.4</p>	<p>How does the mission of HACCP (Hazard Analysis Critical Control Point) underscore the important of food safety and hygiene?</p> <p>Why is it important to analyze potential and existing hazards?</p> <p>What are the most important of the seven standards in the HACCP System?</p>	<ul style="list-style-type: none"> • Identifies with the purpose of the HACCP system • Identifies with the CCP concept. • Recites the four frequent hazards. • Identifies all Potentially Hazardous Foods (PHF). • Identifies with The CCP concepts. • Identifies with the seven principles of HACCP. 	<p><u>Concept Map</u> Crate a concept map outlining the concepts and principals applied to the HACCP (Hazard Analysis Critical Control Point).</p> <p><u>Essay</u> Which of the seven major principles of operating HACCP stands out.</p> <p><u>Partner Pairing and</u></p>	<p><u>HACCP Training for Food Handlers</u> https://www.youtube.com/watch?v=mE-q9W4jqQg</p> <p><u>HACCP - Making Food Products Safe, Part 1</u> https://www.youtube.com/watch?v=7nbjd_TnU8o</p> <p><u>HACCP -Making Food Products Safe, Part 2</u> https://www.youtube.com/watch?v=gRJ7q_2VkrC</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Development Two students partner to create a food Safety Program.</p>	
<p>Identify all the safe steps in food handling, cooking, and storing in prevention of foodborne illness.</p> <p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2, 9.3.HT.RFB.7, 9.3.HT.RFB.8</p> <p>CCTC: HT-RFB 01, HT-RFB 02, HT-RFB 07, HT-RFB 01 HT-RFB 08</p> <p>CCSS: RST.11-12.2, RST.11-12.5, W.11-12.2, W.11-12.4</p>	<p>What are the standard temperatures of Cold food, frozen food and hot food when received?</p> <p>What are the proper procedures of FIFO?</p> <p>Why does contamination increases during the food preparation stages?</p> <p>What is the most reliable method to check food internal temperature?</p> <p>What are the temperatures between</p>	<ul style="list-style-type: none"> • Demonstrates proficiency in knowledge of standard temperatures of cold, frozen and hot foods. • Demonstrating their proficiency of storing using the FIFO method. • Culinary Learner shares the standard temperature range for a dry storeroom. • Practices proper storing of chemicals. • Identifies with standard refrigeration temperature. 	<p>Formative Assessment Culinary Learners' food and general supplies receiving procedures.</p> <p>Research Paper Research at least three documented cases of consumers of raw or uncooked foods that people became seriously sick or died from the consumption.</p> <p>Summative Assessment Proper storing space, temperatures and FIFO</p>	<p>Basic Food Safety For Food Handlers https://www.youtube.com/watch?v=rXnW-nWslCw</p> <p>A Food Handler's Guide to Serving Safe Food - Part 1: Why is Food Safety Important? https://www.youtube.com/watch?v=khQ0YDcMTfQ</p> <p>A Food Handler's Guide to Serving Safe Food - Part 2: Personal Hygiene https://www.youtube.com</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>cooking and serving?</p> <p>What are the responsibilities of an employee assigned to monitor buffet?</p>	<ul style="list-style-type: none"> • Identifies with health, personal hygiene and hand washing standards. • Identifies safety and prevention being the key to serve safe food. • Identifies the two foods in exception of the cooked to at least 140°F or above for 15 seconds rule. • Identifies with the time frames and temperatures in the time frames that potentially hazardous foods should be cooled to a safe temperature zone. • Identifies with all three food-cooling methods. • Identifies with the proper temperatures of hot and cold foods of a buffet. 	<p>procedures.</p> <p>PowerPoint Create slides illustrating the procedures and methods of F.I.F.O.</p> <p>Quizzes, Chapter and Marking Period Tests Food Safety</p>	<p>/watch?v=mP12RavAWIs</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> Identifies that wait staff should demonstrate care handling tableware, utensils, all items and sanitary method. 		
<p>Construct an analysis experiment with practicing prevention of food pathogens occurrences.</p> <p>NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2, 9.3.HT.RFB.8</p> <p>CCTC: HT-RFB 01, HT-RFB 02, HT-RFB 08</p> <p>CCSS: RST.11-12.2, RST.11-12.5, W.11-12.2, W.11-12.4</p>	<p>Who benefits from proper cleaning and sanitized food service establishment? What is the purpose and standards of a three-compartment sink?</p> <p>What are the ways soap or detergent residue decrease the effectiveness of a Sanitizing solution?</p> <p>What are the three approved chemical sanitizers?</p> <p>What are the signs of pests and the animals</p>	<ul style="list-style-type: none"> Demonstrates the standard procedures in operating a three-compartment sink and the temperature for each sink. Demonstrates proficiency in creating a sanitizing solution. Demonstrates how to properly clean, and sanitize, and store dishes and glassware Identifies with foodservice definition of cleaning/sanitation and benefactors. Describes the purpose of a three- 	<p>Poster Create an Illustration of a Shellfish Identification Tag.</p> <p>Essay Describe the process of pasteurizing Dairy Products and the prevention of pathogens.</p> <p>Research Paper Research Material Safety Data Sheets (MSDS) educate fellow Culinary learners' about the chemical's ingredients, any information related to the chemical's ability to cause hazards, safe handling, as well as procedures to be taken</p>	<p>A Food Handler's Guide to Serving Safe Food - Part 6: Cleaning and Sanitizing https://www.youtube.com/watch?v=MQ4wuRxBEc4</p> <p>Best Practice in cleaning and disinfecting stainless steel commercial food equipment https://www.youtube.com/watch?v=JCRSUS4YYIg</p> <p>Food safety coaching (Part 3): Pest control https://www.youtube.com/watch?v=gz0CVbFXtJg</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	and pests?	compartment sink. <ul style="list-style-type: none"> Identifies the two methods of sanitize utensils in food establishments. Identifies with the foodborne illnesses that animals and pests can cause. 	in the event of an emergency.	
Categorize the correct technique and methods for total sanitation of equipment and food service facility. NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2, 9.3.HT.RFB.8 CCTC: HT-RFB 01, HT-RFB 02, HT-RFB 08 CCSS: RST.11-12.2, RST.11-12.3, RST.11-12.5, W.11-12.2, W.11-12.4, HSN.Q.A.1	What are the manufacturing standards that every refrigerator and freezer? What are the procedures all employees who operate dishwashing equipment? What are the standard materials used on a food establishment's kitchen floor? How should Potable	<ul style="list-style-type: none"> Culinary Learner demonstrates proficiency in the standards of thermostat. Culinary Learner demonstrates proficiency in operating a dishwasher. Identifies with the FIFO procedures. Practices labeling and dating foods before storing. Identifies with the vital 	<p>Concept Map Describe and illustrate the Back Siphonage concept and map out this drainage function.</p> <p>PowerPoint Create slides illustrating lubricating food equipment and the only approved lubricants.</p> <p>Essay Describe good waste disposal management.</p> <p>Poster Create a poster that</p>	<p>Meet Commercial Kitchen Pro's - See kitchen equipment Bucks County Pa https://www.youtube.com/watch?v=12O7YwIIRRFk</p> <p>How to Fix Commercial Fryers tundra https://www.youtube.com/watch?v=BhGyDXzk6IM</p> <p>Sanitation in Meat and Poultry Plants https://www.youtube.com/watch?v=GUJ4vl-JA88</p>

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	(drinkable) water should be transported, handled, and dispensed?	impotence of a proper ventilation system. <ul style="list-style-type: none"> Identifies the three standards of light bulbs used a foodservice kitchen. Describes in detail Siphonage drainage. 	emphasizes the important of sanitization in the kitchen.. <u>Quizzes, Chapter and Marking Period Tests</u>	
Measure the safe guards of safety and prevention in the food service industry workplace. NJSLS: 9.3.HT.4, 9.3.HT.5, 9.3.HT.RFB.1, 9.3.HT.RFB.2 CCTC: HT-RFB 01, HT-RFB 02 CCSS: RST.11-12.2, RST.11-12.5, W.11-12.2, W.11-12.4	What are the frequent accidents in a food establishment? What is the Heimlich maneuver and when is it useful? Why is it mandatory that all employees have fire extinguisher training?	<ul style="list-style-type: none"> Identifies with all potential customer hazards and preventions. Practicing The Heimlich maneuver Describes first aid measures for burns, wound, choking Knowing the Class Letters and fires on the three Fire Extinguishers. Identifies all the facilities exits in case of emergency 	<u>PowerPoint</u> A PowerPoint Presentation of various possibly kitchen accidents or Kitchen Fire Safety and Prevention. <u>Formative Assessment</u> Culinary Learner demonstrating Basic First Aid Fire Victim Bandaging Techniques. <u>Graphic Organizer</u> Create a graphic organizer outlining the most vulnerable population, application rate and success rate of	<u>Commercial Kitchen Fire Safety Training</u> https://www.youtube.com/watch?v=7RuziCd2vdg <u>It's a wonderful kitchen: Injury prevention for food service workers</u> https://www.youtube.com/watch?v=jpojRLjZSXA <u>How to Give the Heimlich maneuver First Aid Training</u> https://www.youtube.com/watch?v=7CgtlgSyAiU

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			The Heimlich Maneuver, CPR and First Aid.	

Unit 1 Vocabulary	
Anisakis Bacillus Cereus Bacteria Campylobacter Chemical contamination Clostridium Botulinum Clostridium Perfringens Cooling Foods Cross Connection Danger zone E. Coli 0157:H7 Foodborne disease Foodborne illness Giardia HACCP: Hazard Analysis Critical Control Point Hepatitis A	Hygiene Listeriosis Molds Norovirus Norwalk Virus, Parasites Salmonella Shigella Staphylocococcus Aureus Thawing Food Thermometers Trichinella Vibrio/Cholera Viruses

Suggested Unit Projects

Choose At Least One

<p>Create two separate groups to construct The Ghost Café's HACCP (Hazard Analysis Critical Control Point) plans to compare then merge.</p>	<p>(Short Experiment) Culinary Learners will conduct an experiment pouring Pepsi Cola over a Pork Chop. After ample time document and video-record the chemical reaction.</p>
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Suggested Structured Learning Experiences

<p>Vernissage Restaurant (Russian Formal Dining) 111 Wagaraw Rd. * Hawthorne * NJ * 07506 (973) 423-5808 * info@vernissagenj.com</p> <p>Aoyama (French Thai and Japanese Cuisine) 319 Franklin Ave Unit 112 Wyckoff, NJ 07481 http://aoyamanj.com/</p>	<p>International Restaurant & Food Service Show of New York Jacob Javits Center New York, New York 10001 www.internationalrestaurantny.com</p> <p>Job Shadowing at a local restaurant for experience and culinary operational development.</p> <p>Volunteer work Eva's Village Shelter, Addiction Treatment, Soup Kitchen - Eva's ... http://www.homelesshelterdirectory.org/cgi-bin/id/shelter.cgi?shelter=10806.</p>
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