

Department of College and Career Readiness

Culinary Science II Café Curriculum

5.0 Credits



Unit Four

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 • Audio-taped books 	<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
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- 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

- Create a poster recruiting young people to focus their studies on a specific career or industry
- 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.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.

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.5: Research costs, pricing, market demands and marketing strategies to manage profitability 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.
- 9.3.HT□RFB.10: Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

Common Career Technical Core (CCTC)

Career Cluster Hospitality & Tourism

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 03 – Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.

- HT-RFB 03.1 - Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment.

HT-RFB 05 – Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.

- HT-RFB 05.1 - Interpret calculations of food, labor and pricing to ensure profitability.

- HT-RFB 05.3 - Anticipate future needs using information about current trends that contribute to effectively price and market food and beverage offerings.

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 10 - Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

- HT-RFB 10.1 – Interpret and use tables, charts and figures.
- HT-RFB 10.2 – Understand verbal and nonverbal communications to provide a positive experience for guest.
- HT-RFB 10.3 – Manage unexpected situations to ensure continuity of quality services.
- HT-RFB 10.4 – Use basic academic skills to perform effectively in the workplace.

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 II Café</p> <p>Unit: IV – Basic Salads and Dressings</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: In today’s professional kitchens, salads and dressings represent a large part of the work assigned to the Pantry (Garde Manger) or cold station. This area may also be called the pantry. Salads take a starring role in the movement toward lighter consumption. Salads reign as just an appetizer has ceased. There are many salads can be served as main courses, buffet style and sides. With a nearly limitless list of ingredients and dressings, salad possibilities students’ creations can go as far as imagination and good taste will carry them.</p> <p>Objectives</p> <ul style="list-style-type: none"> • recognize the different purposes salads serve on a menu. • classify the different types of salads. • recognize common salad greens. • explain various factors involved when buying lettuce. • execute the preparation of salad greens. • compare and contrast the three salad dressings—simple vinaigrette, mayonnaise and emulsified dressing. • recall standard procedures that will ensure both sanitation and quality in salad preparation.
<p>New Jersey Student Learning Standards (NJSLS): 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.5, .3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p>	
<p>Common Career Technical Core (CCTC): HT-RFB 1, HT-RFB 02, HT-RFB 03, HT-RFB 05, HT-RFB 07, HT-RFB 08, HT-RFB 10</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 the several purposes salads serve to determine the health and nutritional menu value.</p> <p>NJSLS: 9.3.HT-RFB.7</p> <p>CCTC: HT-RFB 07</p> <p>CCSS: RST.11-12.5, W.11-12.4</p>	<p>Why are salads a popular part of the American diet?</p> <p>What is composed in an Appetizer Salad? And what is this salad's purpose?</p> <p>What is a Main Course Salad?</p>	<ul style="list-style-type: none"> • Identifies the components entailed in a Simple salad. • Identifies with Appetizer Salad lead-in purpose. • Identifies that Salad bars offer variety, choice, and custom-salad creations. • Identifies portion control. • Demonstrates the use of sanitized gloves working on the salad bar. 	<p>Graphic Organizer Create an organizer breaking down the nutritional value rendered from Romaine, Iceberg and Mesclun lettuces.</p> <p>Marking Period Test, Unit Test and Quizzes</p> <p>Essay Describe the pros and cons of Hydroponic Lettuce.</p> <p>Timeline The history of salads.</p>	<p>2015 Study on America's Consumption of Fruit & Vegetables www.pbhfoundation.org/pdfs/.../State_of_the_Plate_2015_WEB_Bookmark_ed.pdf</p> <p>Dole names America's top salad cities - The Produce News - Covering ... http://theproducenews.com/9-news-section/story-cat/4186-3945</p> <p>Salads (American Eating Trends Report) - Agriculture and Agri-Food ... http://www.agr.gc.ca/eng/industry-markets-and-trade/statistics-and-market-information/by-region/united-states-and-</p>

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<p>Discuss and distinguish the variety of salads produced in food service kitchens.</p> <p>NJSLS: 9.3.HT-RFB.7</p> <p>CCTC: HT-RFB 07</p> <p>CCSS: RST.11-12.2, W.11-12.2</p>	<p>What is a Simple Salad?</p> <p>What entails a Composed Salad?</p> <p>What is the difference between Bound Salad and Marinated Salad?</p>	<ul style="list-style-type: none"> • Demonstrates the ability to prepare salads. • Identifies with five various Bound Salads. • Identifies with five Marinated Salads. • Demonstrates the ability to assembly a Composed Salad. 	<p>PowerPoint Create slides analyzing the classification of salad according to their ingredients.</p> <p>Essay Describe the methods of pairing salads with meals.</p> <p>Glogster Create Electronic Posters of salads.</p>	<p>mexico/market-intelligence/salad/?id=1410083148527</p> <p>Healthier bound salads Restaurant Business http://www.restaurantbusinessonline.com/resources/brandinsight/bound-salads-get-healthier-twist</p> <p>[PDF]SALAD Profit and Popularity Feature of Expert Menu http://archive.lib.msu.edu/tic/golfd/article/1931feb52.pdf</p> <p>A Composed Salad Is a Meal Unto Itself - The New York Times http://www.nytimes.com/interactive/2015/05/19/dining/composed-salad-recipes-and-ideas.html</p>
<p>Characterize the value and distinguish tastes of</p>	<p>Which lettuce is the most popular in America?</p>	<ul style="list-style-type: none"> • Identifies with Iceberg lettuce. 	<p>Marking Period Test, Unit Test and Quizzes</p>	<p>A Visual Guide to Salad</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>common greens</p> <p>NJSLS: 9.3.HT-RFB.3, .3.HT-RFB.7</p> <p>CCTC: HT-RFB 03, HT-RFB 07</p> <p>CCSS: W.11-12.2</p>	<p>What are the Chicory family characteristics?</p> <p>What are the types of lettuce of the Endive family?</p>	<ul style="list-style-type: none"> • Identifies with Meslun. • Identifies with Cello packaging. • Identifies with the families of lettuces and the varieties of flavors offered. • Identifies Chicory family. • Identifies Endive family. 	<p>Formative Assessment A variety of different lettuce will be presented. Culinary learner must identify the lettuce and share origin.</p> <p>Think Pair/ Oral Report Post lecture, partners will review materials, select valid points and prepare to share an Oral Report with classmates.</p> <p>Essay Describe the differences between mild, bold and bitter salad greens</p> <p>Essay Assess the benefits and trends of iron-rich greens.</p>	<p>Greens Epicurious.com Epicurious.com http://www.epicurious.com/archive/seasonalcooking/farmtotable/visualguidesaladgreens</p> <p>A Guide to Salad Greens - Oh My Veggies http://ohmyveggies.com/a-guide-to-salad-greens/</p> <p>[PDF]Goodheart-Willcox http://www.g-w.com/pdf/sampchap/9781605251189_ch16.pdf</p>
<p>Identifying various hazards and various different pathogens associated with</p>	<p>What is the common way that lettuce is sold?</p> <p>What are the factors that</p>	<ul style="list-style-type: none"> • Identifies twenty-four as been the standard weight of lettuce sold. • Describes the factors 	<p>Graphic Organizer Create a three column graphic organizer outlining the common</p>	<p>Chapter IV. Outbreaks Associated with Fresh and Fresh-Cut Produce ...</p>

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<p>purchasing lettuce.</p> <p>NJSLS: 9.3.HT.2, 9.3.HT-RFB.3, 9.3.HT-RFB.5, .3.HT-RFB.7, 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 03, HT-RFB 05, HT-RFB 07, HT-RFB 10</p> <p>CCSS: W.11-12.2, W.11-12.4</p>	<p>cause instabilities in quality and price than lettuce?</p> <p>What do the price factor play in buying lettuce produce?</p>	<p>of the instable lettuce produce market.</p> <ul style="list-style-type: none"> Identifies that the lowest price for lettuce does not mean the best product. Identifies the pros and cons in buying ready-to-eat-greens (lettuce). 	<p>components, difference and outbreaks of pathogens associated with lettuce.</p> <p>Timeline Mapping Illustrate the growth of pathogenic bacteria <i>Escherichia coli</i> O157:H7, <i>Salmonella</i> spp., and <i>Listeria monocytogenes</i> on iceberg lettuce.</p> <p>Marking Period Test, Unit Test and Quizzes</p> <p>Essay Describe <i>Listeria monocytogenes</i> in relation to lettuce.</p>	<p>http://www.fda.gov/Food/FoodScienceResearch/SafePracticesforFoodProcesses/ucm091265.htm</p> <p>[PDF]A Guide to Purchasing and Serving Local Foods in Schools - DC Greens http://dcgreens.org/wp-content/uploads/2013/05/A-Guide-to-Purchasing-and-Serving-Local-Foods-in-Schools-.pdf</p> <p>Microbiological Hazards in Fresh Leafy Vegetables and Herbs ... www.fao.org/3/a-i0452e.pdf</p>
<p>Demonstrate and appraise professional standards of preparing salad greens.</p>	<p>What is the growing new choice of chefs and restaurateurs that continues to blossom in popularity?</p>	<ul style="list-style-type: none"> Demonstrates ability to properly cut greens (lettuce). Demonstrates ability to properly wash 	<p>Timeline Prepare a timeline illustrating the paths lettuces transportation from the farm to a</p>	<p>[PPT]Cutting - Goodheart-Willcox www.g-w.com/ppt/9781619603557_ch19.ppsx</p>

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<p>NJSLS: 9.3.HT.3, 9.3.HT-RFB.7, 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 07, HT-RFB 10</p> <p>CCSS: RST.11-12.3</p>	<p>Describe the standard procedures of washing greens (lettuce)?</p> <p>What is the standard method of drying greens (lettuce)?</p>	<p>greens (lettuce).</p> <ul style="list-style-type: none"> • Demonstrates ability to properly dry greens (lettuce). • Identifies with the growing foodservice industry recent popularity of using ready-to-eat precut greens. 	<p>professional food service kitchen.</p> <p>Essay Describe how to properly prepare and store salad greens.</p> <p>Formative Assessment Form tiny groups, debate the following topic: It is beneficial for a foodservice operation to employ convenience products such as commercial dressings and ready-to-eat greens on the salad station</p>	<p>[PDF]Preparing Salads - National Food Service Management Institute Preparing Salads - National Food Service Management Institute www.theicn.org/DocumentDownload.aspx?id=1818</p> <p>PREPARATION, SERVING AND STORAGE OF SALAD - The Fresh ... http://aerogreen.tripod.com/prepare.htm</p>
<p>Compare and contrast the three salad dressings—simple vinaigrette, mayonnaise and emulsified dressing</p>	<p>What are the ingredients in Simple Vinaigrette?</p> <p>What is the ratio of egg and oil in mayonnaise?</p>	<ul style="list-style-type: none"> • Identifies with the components of Simple Vinaigrette. • Demonstrates proper technique of 	<p>Essay Create an essay addressing the abilities and benefits of lecithin.</p> <p>Venn Diagram</p>	<p>[PDF]4.2: Salad Dressings & Dips http://lamoehr.weebly.com/uploads/5/2/3/6/5236966/4.2_salad_dressings_and_dips.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 9.3.HT-RFB.7</p> <p>CCTC: HT-RFB 07</p> <p>CCSS: RST.11-12.5, W.11-12.2, HSN.Q.A.1</p>	<p>What is the role of mustard and vinegar in an emulsion?</p>	<p>performing an emulsion.</p> <ul style="list-style-type: none"> • Demonstrates standard method of preparing mayonnaise. • Can name five emulsified dressings. • Identify herbs and spices by sight and smell. 	<p>Design a Venn Diagram; Mayonnaise, Simple Vinaigrette and Emulsified Dressing.</p> <p>Research Paper Partners will research the history of vinegars or oils.</p> <p>Marking Period Test, Unit Test and Quizzes</p>	<p>How To Make Salad Dressings With 3 Ingredients https://www.youtube.com/watch?v=mPNq6Jxx1xM</p> <p>The Chef and The Dietitian # 43 - Take 5 Salad Dressing https://www.youtube.com/watch?v=RaIFk7E5W9g</p>
<p>Review and apply standard procedures that will warrant in cooperation of sanitation and excellence in salad formulation.</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, 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 1, HT-RFB 02, HT-RFB 08, HT-</p>	<p>What is the temperature that lettuce is stored?</p> <p>What is it good practice to serve salads on chilled plates?</p> <p>What is a good sanitary practice to employ while working the Pantry workstation?</p>	<ul style="list-style-type: none"> • Identifies the proper storing temperature is 41 Degrees Fahrenheit. • Identifies the use of chilled plates to avoid wilting, maintain the lettuce crisp integrity and temperature. • Identifies with Use gloves or utensils to handle salad. 	<p>Formative Assessment Creating an emulsified dressing with potluck ingredients.</p> <p>Summative Assessment Culinary learner will be issued potluck ingredients and create a Main Course Salad.</p>	<p>[PDF]CHEF WALTERS COOKING SCHOOL https://nebula.wsimg.com/c8ba751f61f3d31055403b7d4ac6071a?AccessKeyId=AA794A0CA7E252AACAE&disposition=0&alloworigin=1</p> <p>[DOC]HACCP-Based Standard Operating Procedures (SOPs) - NFSMI www.sop.nfsmi.org/HAC</p>

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RFB 10 CCSS: RST.11-12.2, RST.11-12.3			PowerPoint Create slides illustrating receiving, storing and the sanitation of dry storage rooms, refrigeration and the freezer.	CPBasedSOPs/HACCPBasedSOPs.doc Leafy Green Processing for Ready-to-Eat Salads - Food Safety ... http://www.foodsafetymagazine.com/magazine-archive1/augustseptember-2013/leafy-green-processing-for-ready-to-eat-salads/

Unit 4 Vocabulary

Appetizer Salads
Bound salad
Composed salad
Emulsified
Emulsion
Flavored vinegars
Iceberg Lettuce
Lemon juice
Main Course Salads
Marinated salad
Mayonnaise
Mesclun

Mustard
Oil
Ready-to-eat greens
Ratios
Romaine Lettuce
Salad Bars
Salad-spinners
Sanitation
Simple salad
Spinach
Vinegar
Vinaigrette

Suggested Unit Projects

Choose At Least One

<p>Create two separate groups to have a “Hollandaise Sauce Cook-Off” accompanied with protein of choice.</p>	<p>Form tiny groups, debate the following topic: It is beneficial for a foodservice operation to employ convenience products such as commercial dressings and ready-to-eat greens on the salad station.</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>Job Shadowing at a local restaurant for experience and culinary operational development.</p>	<p>Vernissage Restaurant (Russian Formal Dining) 111 Wagaraw Rd. * Hawthorne * NJ * 07506 (973) 423-5808 * info@vernissagenj.com</p> <p>Volunteer work Eva's Village Shelter, Addiction Treatment, Soup Kitchen - Eva's ... http://www.homelessshelterdirectory.org/cgi-bin/id/shelter.cgi?shelter=10806</p>
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