



## Culinary Science III Café

### *Course Description*

In Culinary Science 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 III Café**

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

## 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
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## 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
- Investigate applicable-careers in STEM fields

## [New Jersey Student Learning Standards](#)

### **9.3– Career and Technical Education**

#### **Career Cluster: HOSPITALITY & TOURISM (HT)**

- 9.3.HT.1: Describe the key components of marketing and promoting hospitality and tourism products and services.
- 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.6: Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

#### **Pathway: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT □ RFB)**

- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.4: Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.6: Explain the benefits of the use of computerized systems to manage food service operations and guest service.
- 9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance present practice.
- 9.3.HT-RFB.8: Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.9: Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT-RFB.10: Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

## Common Career Technical Core (CCTC)

### Career Cluster Hospitality & Tourism

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 04 - Demonstrate leadership qualities and collaboration with others.

- HT-RFB 04.4 – Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to guests.

HT-RFB 06 - Explain the benefits of the use of computerized systems to manage food service operations and guest service.

- HT-RFB 06.1 - Identify potential uses of computers and software to provide guest and food services.

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 09 - Describe career opportunities and qualifications in the restaurant and food service industry.

- HT-RFB 09.1 - Identify steps needed to obtain a job in the restaurant and food service industry.
- HT-RFB 09.2 - Identify behaviors and personal habits needed to retain a job in the restaurant and food service industry.
- HT-RFB 09.3 - Examine career opportunities available in restaurants and food service operations.
- HT-RFB 09.4 - Differentiate career opportunities in restaurant and food service operations in the various industry sectors (e.g., independent vs. chain operations).

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><b>Course:</b> Culinary Science III Café</p> <p><b>Unit:</b> III – Table Service and Etiquette</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> The Culinary Science Cafe Table Service is a unit of study, which places prominence on refining and emerging the culinary learner’s ability to operate a la carte restaurant setting. We also instruct in fine dining and banquet related service tasks in a setting that meticulously come close to a professional front-of-the-house dining experience.</p> <p>The “art of serving well” is a proficiency this unit of study will groom; table preparation, order taking, and the etiquettes of service. Learners will be edified on menu reading, equipment requirements, and relations with guests, proper grooming, associate interaction, providing special accommodations and bill preparation.</p> <p>In conclusion, each learner will be introduced to a variety of background fundamentals related to service that will enhance character, interaction skills and dining room etiquette. And this in which will formulate professionalism.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• 1.Grooming/Personal Hygiene</li> <li>• 2. Interaction with Associates Table Service Learners</li> <li>• 3. Equipment Knowledge</li> <li>• 4.Table Preparation/Side stand Set-Up</li> <li>• 5. Order Taking Food and Beverage / Menu Reading/Bill Preparation</li> <li>• 6.Correctiveness of Service/Interactions with Patrons</li> </ul>
<p><b>New Jersey Student Learning Standards (NJSLS):</b> 9.3.HT.1, 9.3.HT.3, 9.3.HT.4, 9.3.HT.6, 9.3.HT-RFB.2, 9.3.HT-RFB.4, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.10</p>	
<p><b>Common Career Technical Core (CCTC):</b> HT-RFB 02, HT-RFB 04, HT-RFB 06, HT-RFB 07, HT-RFB 08, HT-RFB 09, HT-RFB 10</p>	
<p><b>Common Core State Standards (CCSS):</b> 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>Model professional hygiene and grooming, as it pertains to the food service industry.</p> <p><b>NJSLS:</b> 9.3.HT.4, 9.3.HT-RFB.2, 9.3.HT-RFB.8</p> <p><b>CCTC:</b> HT-RFB 02, HT-RFB 08</p> <p><b>CCSS:</b> W.11-12.2, W.11-12.4</p>	<p>Why is it important to develop extreme sensitivity to personal hygiene?</p> <p>Is it appropriate for you to be serving patrons in a soiled wrinkled uniform? Why or why not?</p> <p>What are the standards for positive hygiene behavior?</p> <p>What are the legal regulations on proper food handling?</p>	<ul style="list-style-type: none"> <li>• Demonstrates the characteristics of positive hygiene</li> <li>• Identifies dressing appropriate for a service establishment</li> <li>• Demonstrates positive and negative hygienic behavior</li> <li>• Identifies with the legal requirements in handling food</li> <li>• Identifies legal applications.</li> </ul>	<p><b>Essay</b> Describe communicable diseases and food handlers.</p> <p><b>Research Report</b> Students paired and will pick between Shigellosis, Food poisoning or Cold and flu and food handlers risks research.</p> <p><b>Video Viewing and Analysis</b> A short clip viewing of the dangers of being a host for lice (parasite) for food handlers followed by a class analysis and discussion.</p> <p><b>Marking Period Test, Unit Test and Quizzes</b></p>	<p><b>[PDF] Personal grooming - Dining Services, UC Davis</b> <a href="http://dining.ucdavis.edu/documents/PERSONAL%20GROOMING%20POLICY.pdf">http://dining.ucdavis.edu/documents/PERSONAL%20GROOMING%20POLICY.pdf</a>.</p> <p><b>Health and Safety - Personal Hygiene &amp; Grooming Training</b> <a href="https://www.youtube.com/watch?v=o7Y9UIYrH-g">https://www.youtube.com/watch?v=o7Y9UIYrH-g</a></p> <p><b>Personal Hygiene: Appearance, Behaviors, Health &amp; Handwashing</b> <a href="https://www.youtube.com/watch?v=ncornHXpC-M">https://www.youtube.com/watch?v=ncornHXpC-M</a></p>
<p>Assess progression in the sphere of table service and interaction.</p> <p><b>NJSLS:</b> 9.3.HT.1, 9.3.HT.3, 9.3.HT-RFB.4,</p>	<p>Who will you inform if co-worker and you cannot meet on common ground?</p> <p>Do you demonstrate the</p>	<ul style="list-style-type: none"> <li>• Have demonstrated and practices five techniques to overcome disputes with follow workers</li> <li>• Demonstrates</li> </ul>	<p><b>PowerPoint</b> Create slides addressing the science of Professional Table Service.</p>	<p><b>How to Hire Waitstaff   Restaurant Business</b> <a href="https://www.youtube.com/watch?v=yZc6Vow8oTQ">https://www.youtube.com/watch?v=yZc6Vow8oTQ</a></p> <p><b>How To Manage</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.HT-RFB.8, 9.3.HT-RFB.10</p> <p><b>CCTC:</b> HT-RFB 04, HT-RFB 08, HT-RFB 10</p> <p><b>CCSS:</b> RST.11-12.2</p>	<p>attributes of a “Team Player”?</p> <p>What are the common “House Rules” and hierarchy of command in most Restaurants?</p>	<p>proficiency in set “can do” goals for everyday serving.</p> <ul style="list-style-type: none"> <li>Identifies with “house rules” given and order of command in a typical restaurant.</li> <li>Demonstrates performance pride.</li> </ul>	<p><b><u>Marking Period Test, Unit Test and Quizzes</u></b></p> <p><b><u>Essay</u></b> Describe first impressions, interaction with patrons and table service.</p> <p><b><u>Video Viewing and Analysis</u></b> A short clip viewing of the professional table service, analysis questions and answers.</p>	<p><b><u>Restaurant Staff To Get The Best From Your Team ...</u></b> <a href="http://possector.com/management/manage-restaurant-staff">http://possector.com/management/manage-restaurant-staff</a></p> <p><b><u>What Makes a Good Restaurant Atmosphere?   Elite Traveler</u></b> <a href="http://www.elitetraveler.com/finest-dining/what-makes-a-good-restaurant-atmosphere">http://www.elitetraveler.com/finest-dining/what-makes-a-good-restaurant-atmosphere</a></p>
<p>Illustrates table service utensils and equipment proficiency.</p> <p><b>NJSLS:</b> 9.3.HT.1, 9.3.HT.3, 9.3.HT.6, 9.3.HT-RFB.8</p> <p><b>CCTC:</b> HT-RFB 08</p>	<p>What are the various utensils used for eating and drinking? .</p> <p>What equipment is necessary for tableside service?</p> <p>What plates, flatware and</p>	<ul style="list-style-type: none"> <li>Identifies utensils necessary to eat or to drink specific menu items.</li> <li>Demonstrates proficiency in the use of service trays</li> <li>Describes equipment</li> </ul>	<p><b><u>Table Equipment Diagram</u></b> Create a diagram for various types of table settings.</p> <p><b><u>Table Service Map</u></b> Create a set of directions in which service</p>	<p><b><u>Silver Serving Utensils — What to Use on Your Thanksgiving Table [Kovels.com]</u></b> <a href="https://www.youtube.com/watch?v=R5b4v32o9sU">https://www.youtube.com/watch?v=R5b4v32o9sU</a></p> <p><b><u>How to use Utensils in a Formal Dinner</u></b></p>

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<p><b>CCSS:</b> RST.11-12.3, W.11-12.4</p>	<p>glasses appropriate to formal dinner banquet?</p>	<p>necessary for tableside service</p> <ul style="list-style-type: none"> <li>• Demonstrates proficiency in using large spoon and fork to serve food from platter to dish. .</li> <li>• Identifies and can list utensils used for dessert service</li> <li>• Identifies types of food and the appropriate plates and glasses used to service these foods.</li> </ul>	<p>equipment is clearly labeled and discuss.</p> <p><b>Summative Assessment</b> Table servers will be evaluated on knowledge of utensils and wait staff equipment.</p> <p><b>PowerPoint</b> Create slide sharing the work relationship of table servers and bus persons.]</p> <p><b>Marking Period Test, Unit Test and Quizzes</b></p>	<p><a href="https://www.youtube.com/watch?v=QZSIUgv4adY">https://www.youtube.com/watch?v=QZSIUgv4adY</a></p> <p><b>Using spoons and forks as tongs to serve food Movie.wmv</b> <a href="https://www.youtube.com/watch?v=Y4-X7NZ2cFw">https://www.youtube.com/watch?v=Y4-X7NZ2cFw</a></p>
<p>Demonstrate proficiency as a leader and front-of-the-house team player.</p> <p><b>NJSLS:</b> 9.3.HT.3, 9.3.HT.6, 9.3.HT-RFB.4, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p>	<p>How will you coordinate food and the utensils necessary for that fine dining or banquet service?</p> <p>What organizational skills help to neatly store and replenish equipment during service?</p>	<ul style="list-style-type: none"> <li>• Identifies utensils necessary to eat or to drink specific menu items.</li> <li>• Identifies and list types of equipment necessary for tableside service</li> <li>• Identifies and list</li> </ul>	<p><b>Summative Assessment</b> Culinary learners' will be observed turning over a table for speed, sanitation and teamwork</p> <p><b>PowerPoint</b> Create slides demonstrating how to</p>	<p><b>Table Setup and Sequence of Service</b> <a href="https://www.youtube.com/watch?v=SpK1owmRemQ">https://www.youtube.com/watch?v=SpK1owmRemQ</a></p> <p><b>[PDF] banquet server training - ArmyMWR.org</b> <a href="http://www.armymwr.org/">http://www.armymwr.org/</a></p>

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<p><b>CCTC:</b> HT-RFB 04, HT-RFB 08, HT-RFB 10</p> <p><b>CCSS:</b> RST.11-12.2</p>	<p>How fast can you complete a table turn-over independently?</p>	<p>utensils used for dessert service.</p> <ul style="list-style-type: none"> <li>• Demonstrates proficiency in various types of food and the appropriate plates and glasses used to service formal and informal dining.</li> </ul>	<p>fold napkins in three formal styles.</p> <p><b><u>Venn Diagram</u></b> Illustrate Informal and formal dining similarities.</p> <p><b><u>Marking Period Test, Unit Test and Quizzes</u></b></p>	<p><a href="https://www.cpp.edu/~bdewald/lectures/GettingReadyforService5.ppt">UserFiles/file/Business_Ops/BANQUET%20SERVER%20BASIC%20SKILL%20TRAINING(1).pdf</a></p> <p><b>[PPT] Getting Ready for Service – Mise En Place</b> <a href="https://www.cpp.edu/~bdewald/lectures/GettingReadyforService5.ppt">https://www.cpp.edu/~bdewald/lectures/GettingReadyforService5.ppt</a></p> <p><b>Table set-up -- A la carte</b> <a href="https://www.youtube.com/watch?v=9yocXOhRH6E">https://www.youtube.com/watch?v=9yocXOhRH6E</a></p>
<p>Recall and demonstrate important criteria of order taking, fluent food/ beverage reading, and bill preparations. And identifying trustworthy worker preventing theft and deception.</p>	<p>What are today's menu beverages, appetizers, entrees, salads and desserts?</p> <p>What are the soup and entrée specials of the day?</p> <p>Can you recite and</p>	<ul style="list-style-type: none"> <li>• Identifies with the layout of an order on a dupe pad.</li> <li>• Identifies with the patron's orders according to seating arrangements</li> <li>• Identifies the preparation of menu</li> </ul>	<p><b><u>Essay</u></b> Describe what is deception? Include methods of prevention.</p> <p><b><u>Marking Period Test, Unit Test and Quizzes</u></b></p> <p><b><u>Video Viewing and</u></b></p>	<p><b><u>Ordering at a Restaurant</u></b> <a href="https://www.youtube.com/watch?v=0Q3lvgfzeMM">https://www.youtube.com/watch?v=0Q3lvgfzeMM</a></p> <p><b><u>How to Be a Good Waiter: Knowing Your Menu as a Waiter</u></b> <a href="https://www.youtube.com/watch?v=gimhVgl-jAw">https://www.youtube.com/watch?v=gimhVgl-jAw</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>NJSLS:</b> 9.3.HT.1, 9.3.HT.3, 9.3.HT.6, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p> <p><b>CCTC:</b> HT-RFB 06, HT-RFB 07, HT-RFB 08, HT-RFB 10</p> <p><b>CCSS:</b> HSN.Q.A.1</p>	<p>correctly pronounce today's menu offerings?</p> <p>What are the various ways patrons can pay their food and beverage bill?</p>	<p>items</p> <ul style="list-style-type: none"> <li>• Demonstrates proficiency in cashiering functions of a server.</li> <li>• Identifies with the five habits a server should acquire to guarantee accuracy when preparing a Bill.</li> <li>• Identifies with the five different layouts for a dining room with specific stations</li> </ul>	<p><b>Analysis</b>                      A short clip viewing on preventing theft and deception, analysis questions and answers.</p>	<p><b>The Absurd Psychology of Restaurant Menus</b>  <a href="https://www.youtube.com/watch?v=QldmYijWhWQ">https://www.youtube.com/watch?v=QldmYijWhWQ</a></p> <p><b>Different Kinds of Menus   Restaurant Business</b>  <a href="https://www.youtube.com/watch?v=GANRVqkPzHU">https://www.youtube.com/watch?v=GANRVqkPzHU</a></p>
<p>Identify and explain the intrinsic and therapeutic rewards of professional table servers.</p> <p><b>NJSLS:</b> 9.3.HT.1, 9.3.HT.3, 9.3.HT-RFB.4, 9.3.HT-RFB.8, 9.3.HT-RFB.10</p> <p><b>CCTC:</b> HT-RFB 04, HT-RFB 08, HT-RFB 10</p>	<p>What serving method works well with plated food as well as platter food?</p> <p>Can you name the various types of coffee and desserts on today's menu?</p> <p>Which cooking station do you prefer to work?</p>	<ul style="list-style-type: none"> <li>• Identifies the proper plates, utensils and glassware for appropriate dining occasions.</li> <li>• Demonstrates understanding of various ethnic serving styles.</li> <li>• Identifies with various coffees and deserts on today's menu.</li> <li>• Demonstrates</li> </ul>	<p><b>Video Viewing and Analysis</b>                      A short clip viewing on intrinsic rewards of professional table service, analysis questions and answers.</p> <p><b>Essay</b>                      Describe the intrinsic rewards received from good table interactions.</p> <p><b>Marking Period Test,</b></p>	<p><b>Service Transparency in Dining Experiences: UXmatters</b>  <a href="http://www.uxmatters.com/mt/archives/2012/08/service-transparency-in-dining-experiences.php.#sthash.YTVmMRbT.dpuf">http://www.uxmatters.com/mt/archives/2012/08/service-transparency-in-dining-experiences.php.#sthash.YTVmMRbT.dpuf</a></p> <p><b>Restaurant employees, Learn the "Icebreaker Technique" waiters, managers and owners</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<b>CCSS: W.11-12.2,</b> W.11-12.4		proficiencies in working various cooking stations. <ul style="list-style-type: none"> <li>• Demonstrates independence and supports co-worker in turning over tables.</li> </ul>	<u><b>Unit Test and Quizzes</b></u>	<b>will all profit</b> <a href="https://www.youtube.com/watch?v=EmWBTKBxg-k">https://www.youtube.com/watch?v=EmWBTKBxg-k</a>  <b>Front of House: Dining Etiquette</b> <a href="https://www.youtube.com/watch?v=sADud4Rd6Zk">https://www.youtube.com/watch?v=sADud4Rd6Zk</a>

## Unit 3 Vocabulary

<p>Appetizers                  Back of the house                  Banquets                  Coffee                  Cuisine                  Desserts                  Entrees                  Etiquette                  Flatware                  Food Preparation                  Food and beverages                  Formal dining                  Front of the house                  Health Department                  House Rules                  Informal dining                  Kitchen Safety</p>	<p>Kitchen utensils                  Legal regulations                  Menu reading                  Order taking                  Personal Hygiene                  Portions                  Professional grooming                  Professional kitchen                  Salads                  Sanitation                  Service equipment                  Sexual Harassment                  Specials of the day                  Table Service                  Team Player                  Utensils</p>
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## Suggested Unit Projects

*Choose At Least One*

<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 ...  <a href="http://www.homelessshelterdirectory.org/cgi-bin/id/shelter.cgi?shelter=10806">http://www.homelessshelterdirectory.org/cgi-bin/id/shelter.cgi?shelter=10806</a>.</p>
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## Suggested Structured Learning Experiences

<p>Vernissage Restaurant          (Russian Formal Dining)          111 Wagaraw Rd. * Hawthorne * NJ * 07506          (973) 423-5808 * <a href="mailto:info@vernissagenj.com">info@vernissagenj.com</a></p> <p>Aoyama          (French Thai and Japanese Cuisine)          319 Franklin Ave Unit 112          Wyckoff, NJ 07481  <a href="http://aoyamanj.com/">http://aoyamanj.com/</a></p>	<p>International Restaurant &amp; Food Service Show of New York          Jacob Javits Center          New York, New York 10001  <a href="http://www.internationalrestaurantny.com">www.internationalrestaurantny.com</a></p>
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