



West Windsor-Plainsboro Regional School District
Creative Cooking & Catering
Grades 10-12 Practical

Unit 0: Family & Consumer Science

Content Area: Family & Consumer Science

Course & Grade Level: Family & Consumer Science - Grade 12

Summary and Rationale

The West Windsor-Plainsboro Regional School District recognizes the importance of the study 21st Century Life and Careers standards. Additionally, it is also believed this learning should not be taught in isolation and cross curricular and career ready practices are embedded in every unit of study. Unit 0 is incorporated into each unit of study of this curricular document.

Recommended Pacing:

ELA Companion Standards and Career Ready Practices will be integrated throughout all units of study.

Interdisciplinary Connections

Grades 9-10

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Unit 1: Garnishing

Content Area: Life Skills

Course & Grade Level: Creative Cooking and Catering, 10-12

Summary and Rationale

Culinary arts play an important role in the lives of students. It provides them with knowledge and skills that will help them improve the quality of their lives. Students engage in situations that require them to think critically, analyze, evaluate, and make decisions during hands on practical learning experiences. They work in both group and individual learning situations. Small group work is an integral part of Creative Cooking and Catering. Cooperative learning, collaboration, and group problem solving situations are a regular occurrence. Students are presented with situations where they are able to see another's point of view and effectively communicate with one another. Through these activities, they gain a greater insight into others' ideas, thoughts and perceptions. Creative Cooking and Catering is relevant to students' present and future lives.

This is an advanced course for students interested in cooking and catering as possible career choices. Prerequisites for this course include an understanding of basic food preparation and basic cooking skills and techniques and a previous Culinary Arts course. During this course of study, they explore garnishing and food presentation, herbs and spices, appetizers and hors d'oeuvres, beverages, salads, casseroles, sauces, soups, seafood, cakes and cake decorating, and specialty baked products. Further, they investigate the catering business from the nutritional make up of foods and menu development to cost control, sanitation and safety, tools and equipment, working in stations, fast food techniques, and careers in the food industry.

This year-long course begins with an introduction to garnishing and food presentation. Students review safety and sanitation in the kitchen as well as knife skills and learn the use of new tools and techniques for presenting and garnishing food. Further, students practice time management and group collaboration skills.

Recommended Pacing

15 days

National Standards

<http://www.nasafacs.org/national-standards-and-competencies.html>

National Standards for Family and Consumer Sciences Education:

9.1: Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.1.1	Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
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9.1.4	Analyze the correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.
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National Standards for Family and Consumer Sciences Education:

9.2: Apply risk management procedures to food safety, food testing, and sanitation.

9.2.1	Analyze factors that contribute to food borne illness.
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9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
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9.2.6	Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.
9.2.7	Classify cleaning and sanitizing materials and their correct use.
9.2.9	Demonstrate waste disposal and recycling methods.
National Standards for Family and Consumer Sciences Education:	
9.3: Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	
9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
9.3.2	Analyze nutritional data.
9.3.4	Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.
National Standards for Family and Consumer Sciences Education:	
9.4: Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	
9.4.1	Analyze nutritional needs of individuals.
9.4.2	Use nutritional information to support care planning.
9.4.4	Construct a modified diet based on nutritional needs and health conditions.
9.4.5	Design instruction on nutrition to promote wellness and disease prevention.
National Standards for Family and Consumer Sciences Education:	
9.5: Demonstrate use of science and technology advancements in food product development and marketing.	
9.5.3	Prepare food for presentation and assessment.
National Standards for Family and Consumer Sciences Education:	
9.6: Demonstrate food science, dietetics, and nutrition management principles and practices.	
9.6.1	Build menus to customer/ client preferences.
9.6.2	Implement food preparation, production, and testing systems.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Food is one of the most basic elements necessary to human life and is charged with all sorts of personal, familial and cultural symbolism. • Recipes are only guidelines; the quality of food may be improved if the cook experiments with a variety of ingredients and methods of presenting and garnishing food products. • The ability to demonstrate proper food safety and sanitation, measuring, recipe reading, and cooking techniques and methods in the kitchen is a life-long skill that enhances independence and overall well-being. • Success in the workplace/food & hospitality industry requires understanding of and adherence to industry protocols and standards of quality. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Must food that is good for you taste/look bad and vice versa? • How do chefs choose tools/equipment for their kitchens? • How do chefs keep their kitchen work area and food preparation safe, sanitary, and efficient? • How do chefs enhance foods? 	

- What does it take to be a success in the food and hospitality industry?
- Why are the culinary arts considered life-long skills?

Objectives

Students will know:

- Sound decision making related to selecting and purchasing kitchen and garnishing tools, equipment and general supplies for cooking, baking and presenting food.
- Sanitation and safety protocols for food preparation and presentation.
- Procedures, techniques, and protocols for food preparation especially knife skills and garnishing.
- The importance of presentation when catering and serving food.
- Time management and communication and collaboration skills as they relate to food preparation in the kitchen lab work area.

Students will be able to:

- Investigate important factors that wise consumers consider when purchasing kitchen tools and equipment.
- Identify a variety of tools/equipment and explain their functions.
- Demonstrate proper knife skills.
- Describe a safe and sanitary kitchen environment.
- Explain the importance of garnishing and presenting food when preparing it and serving it as part of a career.
- Efficiently and cooperatively organize time and responsibilities during classroom lab.

Evidence of Learning

Assessment

Common Assessment 2.1

Competencies for 21st Century Learners

x	Collaborative Team Member		Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
x	Innovative & Practical Problem Solver	x	Self-Directed Learner

Resources

Suggested Resources:

<https://youngchefsprogram.org/educators/teaching/>

Unit 2: Creative Cookery

Content Area: Life Skills

Course & Grade Level: Creative Cooking and Catering, 10-12

Summary and Rationale

Culinary arts play an important role in the lives of students. It provides them with knowledge and skills that will help them improve the quality of their lives. Students engage in situations that require them to think critically, analyze, evaluate, and make decisions during hands on practical learning experiences. They work in both group and individual learning situations. Small group work is an integral part of Creative Cooking and Catering. Cooperative learning, collaboration, and group problem solving situations are a regular occurrence. Students are presented with situations where they are able to see another's point of view and effectively communicate with one another. Through these activities, they gain a greater insight into others' ideas, thoughts and perceptions. Creative Cooking and Catering is relevant to students' present and future lives.

This is an advanced course for students interested in cooking and catering as possible career choices. Pre-requisites for this course include an understanding of basic food preparation and basic cooking skills and techniques and a previous Culinary Arts course. During this course of study, they explore garnishing and food presentation, herbs and spices, appetizers and hors d'oeuvres, beverages, salads, casseroles, sauces, soups, seafood, cakes and cake decorating, and specialty baked products. Further, they investigate the catering business from the nutritional make up of foods and menu development to cost control, sanitation and safety, tools and equipment, working in stations, fast food techniques, and careers in the food industry.

The second unit of study focuses on creative cookery and the enhancement of foods with herbs and spices. Students learn about and prepare appetizers/hors d'oeuvres, chocolate products, beverages, salads, casseroles, soups, seafood, and sauces. They deepen their understanding of food preservation methods and recipe creation and adaptation. They further investigate career opportunities in the food industry and prepare for those careers by developing skills and techniques needed to succeed in that field.

55 days

National Standards

<http://www.nasafacs.org/national-standards-and-competencies.html>

National Standards for Family and Consumer Sciences Education:

9.1: Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.1.1	Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
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9.1.4	Analyze the correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.
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National Standards for Family and Consumer Sciences Education:

9.2: Apply risk management procedures to food safety, food testing, and sanitation.

9.2.1	Analyze factors that contribute to food borne illness.
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9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
9.2.6	Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.
9.2.7	Classify cleaning and sanitizing materials and their correct use.
9.2.9	Demonstrate waste disposal and recycling methods.
National Standards for Family and Consumer Sciences Education:	
9.3: Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	
9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
9.3.2	Analyze nutritional data.
9.3.4	Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.
National Standards for Family and Consumer Sciences Education:	
9.4: Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	
9.4.1	Analyze nutritional needs of individuals.
9.4.2	Use nutritional information to support care planning.
9.4.4	Construct a modified diet based on nutritional needs and health conditions.
9.4.5	Design instruction on nutrition to promote wellness and disease prevention.
National Standards for Family and Consumer Sciences Education:	
9.5: Demonstrate use of science and technology advancements in food product development and marketing.	
9.5.3	Prepare food for presentation and assessment.
National Standards for Family and Consumer Sciences Education:	
9.6: Demonstrate food science, dietetics, and nutrition management principles and practices.	
9.6.1	Build menus to customer/ client preferences.
9.6.2	Implement food preparation, production, and testing systems.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Food is one of the most basic elements necessary to human beings and must be properly prepared and handled for human health and wellness. • Recipes are only guidelines; the quality of food may be improved if the cook experiments with a variety of ingredients and methods of presenting and garnishing food products. • The ability to demonstrate proper food safety and sanitation, measuring, recipe reading, and cooking techniques and methods in the kitchen is a life-long skill that enhances independence and overall well-being. • Success in the workplace/food & hospitality industry requires understanding of and adherence to industry protocols and standards of quality. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do chefs keep their kitchen work area and food preparation safe, sanitary, and efficient? • How do chefs enhance foods and recipes to create healthy, nutritionally sound food products? 	

- What does it take to be a success in the food and hospitality industry?
- Why are the culinary arts considered life-long skills?

Objectives

Students will know:

- Procedures, techniques, and protocols for safe, sanitary, efficient, and nutritious food preparation and enhancement
- Language and math skills for reading, writing/creating, and implementing recipes
- Safety procedures and hazards
- Sanitary food handling, preparation, and storage
- Time management and communication and collaboration skills as they relate to food preparation in the kitchen lab work area

Students will be able to:

- Creatively choose and use tools/equipment, techniques/procedures, herbs and spices to enhance foods when preparing and presenting food products.
- Read, interpret, adapt, create, and follow a recipe using terminology, correct equipment/tools, proper measuring techniques, and proper knife skills.
- Prepare and present a variety of cooked food products in a safe, sanitary, and creative manner.
- Efficiently and cooperatively organize time and responsibilities during classroom labs.

Evidence of Learning

Assessment

Common Assessment 2.1

Competencies for 21st Century Learners

x	Collaborative Team Member	x	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
x	Innovative & Practical Problem Solver	x	Self-Directed Learner

Resources

Suggested Resources:

<https://youngchefsprogram.org/educators/teaching/>

Unit 3: Creative Baking

Content Area: Life Skills

Course & Grade Level: Creative Cooking and Catering, 10-12

Summary and Rationale

Culinary arts play an important role in the lives of students. It provides them with knowledge and skills that will help them improve the quality of their lives. Students engage in situations that require them to think critically, analyze, evaluate, and make decisions during hands on practical learning experiences. They work in both group and individual learning situations. Small group work is an integral part of Creative Cooking and Catering. Cooperative learning, collaboration, and group problem solving situations are a regular occurrence. Students are presented with situations where they are able to see another's point of view and effectively communicate with one another. Through these activities, they gain a greater insight into others' ideas, thoughts and perceptions. Creative Cooking and Catering is relevant to students' present and future lives.

This is an advanced course for students interested in cooking and catering as possible career choices. Pre-requisites for this course include an understanding of basic food preparation and basic cooking skills and techniques and a previous Culinary Arts course. During this course of study, they explore garnishing and food presentation, herbs and spices, appetizers and hors d'oeuvres, beverages, salads, casseroles, sauces, soups, seafood, cakes and cake decorating, and specialty baked products. Further, they investigate the catering business from the nutritional make up of foods and menu development to cost control, sanitation and safety, tools and equipment, working in stations, fast food techniques, and careers in the food industry.

The third unit of study focuses on creative baking. Students learn about, prepare, and decorate cakes and other specialty baked food products. They deepen their understanding of career opportunities in the food industry and prepare for those careers by developing skills and techniques needed to succeed in that field.

50 days

National Standards

<http://www.nasafacs.org/national-standards-and-competencies.html>

National Standards for Family and Consumer Sciences Education:

9.1: Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.1.1	Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
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9.1.4	Analyze the correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.
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National Standards for Family and Consumer Sciences Education:

9.2: Apply risk management procedures to food safety, food testing, and sanitation.

9.2.1	Analyze factors that contribute to food borne illness.
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9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
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9.2.6	Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.
9.2.7	Classify cleaning and sanitizing materials and their correct use.
9.2.9	Demonstrate waste disposal and recycling methods.
National Standards for Family and Consumer Sciences Education:	
9.3: Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	
9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
9.3.2	Analyze nutritional data.
9.3.4	Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.
National Standards for Family and Consumer Sciences Education:	
9.4: Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	
9.4.1	Analyze nutritional needs of individuals.
9.4.2	Use nutritional information to support care planning.
9.4.4	Construct a modified diet based on nutritional needs and health conditions.
9.4.5	Design instruction on nutrition to promote wellness and disease prevention.
National Standards for Family and Consumer Sciences Education:	
9.5: Demonstrate use of science and technology advancements in food product development and marketing.	
9.5.3	Prepare food for presentation and assessment.
National Standards for Family and Consumer Sciences Education:	
9.6: Demonstrate food science, dietetics, and nutrition management principles and practices.	
9.6.1	Build menus to customer/ client preferences.
9.6.2	Implement food preparation, production, and testing systems.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Food is one of the most basic elements necessary to human beings and must be properly prepared and handled for human health and wellness. • Recipes are only guidelines; the quality of food may be improved if the cook experiments with a variety of ingredients and methods of presenting and garnishing food products. • The ability to demonstrate proper food safety and sanitation, measuring, recipe reading, and cooking techniques and methods in the kitchen is a life-long skill that enhances independence and overall well-being. • Success in the workplace/food & hospitality industry requires understanding of and adherence to industry protocols and standards of quality 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do chefs keep their kitchen work area and food preparation safe, sanitary, and efficient? • How do chefs enhance foods and recipes to create healthy, nutritiously sound food products? • What does it take to be a success in the food and hospitality industry? 	

- Why are the culinary arts considered life-long skills?

Objectives

Students will know:

- Procedures, techniques, and protocols for safe, sanitary, efficient, and nutritious food preparation and enhancement.
- Language and math skills for reading, writing/creating, and implementing recipes.
- Safety procedures and hazards.
- Sanitary food handling, preparation, and storage.
- Time management and communication and collaboration skills as they relate to food preparation in the kitchen lab work area.

Students will be able to:

- Creatively choose and use tools/equipment, techniques/procedures, and ingredients to enhance foods when preparing and presenting cakes and specialty baked food products.
- Read, interpret, adapt, and follow a recipe using correct equipment/tools, proper measuring techniques, and proper knife skills.
- Prepare a variety of baked food products in a safe, sanitary, and creative manner.
- Efficiently and cooperatively organize time and responsibilities during classroom lab.

Evidence of Learning

Assessment

Common Assessment 2.1

Competencies for 21st Century Learners

x	Collaborative Team Member	x	Effective Communicator
x	Globally Aware, Active, & Responsible Student/Citizen	x	Information Literate Researcher
x	Innovative & Practical Problem Solver	x	Self-Directed Learner

Resources

Suggested Resources:

<https://youngchefsprogram.org/educators/teaching/>

Unit 4: Catering Basics and Careers in the Food Industry

Content Area: Life Skills

Course & Grade Level: Creative Cooking and Catering, 10-12

Summary and Rationale

Culinary arts play an important role in the lives of students. It provides them with knowledge and skills that will help them improve the quality of their lives. Students engage in situations that require them to think critically, analyze, evaluate, and make decisions during hands on practical learning experiences. They work in both group and individual learning situations. Small group work is an integral part of Creative Cooking and Catering. Cooperative learning, collaboration, and group problem solving situations are a regular occurrence. Students are presented with situations where they are able to see another's point of view and effectively communicate with one another. Through these activities they gain a greater insight into others' ideas, thoughts and perceptions. Creative Cooking and Catering is relevant to students' present and future lives.

This is an advanced course for students interested in cooking and catering as possible career choices. Prerequisites for this course include an understanding of basic food preparation and basic cooking skills and techniques and a previous Culinary Arts course. During this course of study, they explore garnishing and food presentation, herbs and spices, appetizers and hors d'oeuvres, beverages, salads, casseroles, sauces, soups, seafood, cakes and cake decorating, and specialty baked products. Further, they investigate the catering business from the nutritional make up of foods and menu development to cost control, sanitation and safety, tools and equipment, working in stations, fast food techniques, and careers in the food industry.

Students gain a sound foundational understanding of catering and a career in the food and hospitality industry. They explore nutrition, the menu, standardization, cost control, sanitation and safety, tools and equipment, working in stations, and fast food techniques. Students utilize this to assist in building the foundation to future wellness and a possible career in the food and hospitality industry.

15 days

National Standards

<http://www.nasafacs.org/national-standards-and-competencies.html>

National Standards for Family and Consumer Sciences Education:

9.1: Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.1.1	Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
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9.1.4	Analyze the correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.
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National Standards for Family and Consumer Sciences Education:

9.2: Apply risk management procedures to food safety, food testing, and sanitation.

9.2.1	Analyze factors that contribute to food borne illness.
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9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
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9.2.6	Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.
9.2.7	Classify cleaning and sanitizing materials and their correct use.
9.2.9	Demonstrate waste disposal and recycling methods.
National Standards for Family and Consumer Sciences Education:	
9.3: Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	
9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
9.3.2	Analyze nutritional data.
9.3.4	Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.
National Standards for Family and Consumer Sciences Education:	
9.4: Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	
9.4.1	Analyze nutritional needs of individuals.
9.4.2	Use nutritional information to support care planning.
9.4.4	Construct a modified diet based on nutritional needs and health conditions.
9.4.5	Design instruction on nutrition to promote wellness and disease prevention.
National Standards for Family and Consumer Sciences Education:	
9.5: Demonstrate use of science and technology advancements in food product development and marketing.	
9.5.3	Prepare food for presentation and assessment.
National Standards for Family and Consumer Sciences Education:	
9.6: Demonstrate food science, dietetics, and nutrition management principles and practices.	
9.6.1	Build menus to customer/ client preferences.
9.6.2	Implement food preparation, production, and testing systems.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Food is one of the most basic elements necessary to human beings and must be properly prepared and handled for human health and wellness. • The ability to demonstrate proper food safety and sanitation, measuring, recipe reading, and cooking techniques and methods in the kitchen is a life-long skill that enhances independence and overall well-being. • Each job, career and profession as a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. • Success in the workplace/food & hospitality industry requires understanding of and adherence to industry protocols and standards of quality. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do chefs keep their kitchen work area and food preparation safe, sanitary, and efficient? • How do chefs enhance foods and recipes to create healthy, nutritiously sound food products? • What makes foods/meals/menus healthy and nutritionally sound? • What does it take to be a success in the food and hospitality industry? 	

- What careers and their pathways are available in the food service industry?
- How does an individual interested in a food service career prepare for his/her career?

Objectives

Students will know:

- Procedures, techniques, and protocols for safe, sanitary, efficient, and nutritious food preparation and enhancement.
- Language and math skills for reading, writing/creating, and implementing recipes.
- Safety procedures and hazards.
- Sanitary food handling, preparation, and storage for food service establishments.
- Standard communication skills when dealing with co-workers, vendors, and customers.
- Technical skills needed for foundation level entry into the food/hospitality industry or for further training in the industry.
- A range of careers available in the food and hospitality industry.

Students will be able to:

- Write well-planned, nutritionally sound meal menus.
- Make adjustments to standardized recipes.
- Make correct math calculations for purchase order preparation, measuring, and proper food preparation.
- Organize an efficient work station/kitchen lab work area to maintain a safe and sanitary work environment.
- Practice food co-worker/superior/customer relations.
- Practice safety and sanitation when working with foods and equipment and when using technology to explore careers in the food and hospitality industry.
- Investigate careers in the food and hospitality industry looking closely at catering as a career.
- Develop a personal plan for gaining necessary education and experience to work in the food service industry or to start a catering service.
- Research and evaluate post-secondary training/learning opportunities.

Evidence of Learning

Assessment

Common Assessment 2.1

Competencies for 21st Century Learners

x	Collaborative Team Member	x	Effective Communicator
x	Globally Aware, Active, & Responsible Student/Citizen	x	Information Literate Researcher
x	Innovative & Practical Problem Solver	x	Self-Directed Learner

Resources

Suggested Resources:

<https://youngchefsprogram.org/educators/teaching/>