

FOOD SERVICES 20

Description

This hands-on class is designed for the student interested in exploring a career in food services. The course of instruction includes units on the preparation of sauces, stocks and soups; appetizers; meats, fish and poultry; fruits and vegetables; salads and dressings; starches; baking and desserts; quantity food preparation, operating commercial restaurant equipment and operating the in-school restaurant. 3 credits, 2 periods daily. 4 credits, 3 periods daily.

Course Overview

Course Goals

Students should:

Essential Questions

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?
- How do we effectively utilize human, economic and environmental resources in our daily lives?
- How does nutrition and wellness influence the quality of life?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Safety and Sanitation
- II. [Unit 2](#) - Commercial Equipment
- III. [Unit 3](#) - Menu Planning
- IV. [Unit 4](#) - Customer Service
- V. [Unit 5](#) - Careers
- VI. [Unit 6](#) - Cooking Techniques
- VII. [Unit 7](#) - Plating and Garnishing
- VIII. [Unit 8](#) - Stocks and Sauces
- IX. [Unit 9](#) - Hot & Cold Sandwiches
- X. [Unit 10](#) - Garde Manger & Hot Appetizers
- XI. [Unit 11](#) - Meat, Fish and Poultry
- XII. [Unit 12](#) – Breakfast
- XIII. [Unit 13](#) - Pasta and Grains
- XIV. [Unit 14](#) - Fruits, Vegetables and Legumes
- XV. [Unit 15](#) – Desserts

Standards

[Family and Consumer Science Standards](#)

Connecticut State Standards are met in the following areas:

- *Hospitality, Food Science, Dietetics, Food Production and Services*
- *Consumer Science and Family Resource Management*
- *Leadership*
- *Nutrition and Wellness*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide						
1st Marking Period				2nd Marking Period		
September	October	November	December	January		
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<u>Safety and Sanitation</u>	<u>Commercial Equipment</u>	<u>Menu Planning</u>	<u>Customer Service</u>	<u>Careers</u>	<u>Cooking Techniques</u>	<u>Plating and Garnishing</u>
2 weeks	2 weeks	2 weeks	2 weeks	1 week	3 weeks	3 weeks

Pacing Guide							
3rd Marking Period				4th Marking Period			
February	March	April	May	June			
Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
<u>Stocks and Sauces</u>	<u>Hot & Cold Sandwiches</u>	<u>Garde Manger & Hot Appetizers</u>	<u>Meat, Fish and Poultry</u>	<u>Breakfast</u>	<u>Pasta and Grains</u>	<u>Fruits, Vegetables and Legumes</u>	<u>Desserts</u>
2 weeks	3 weeks	3 weeks	3 weeks	1 week	3 weeks	3 weeks	3 weeks

Unit 1 - Safety and Sanitation, 2 weeks [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- demonstrate facility procedures applied to safety, security, and environmental issues.

Unit Objectives

Students will be able to:

- identify workplace safety guidelines.
- recognize biological, chemical and physical hazards.
- explain the purpose of the HACCP system.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- What procedures do you use to prevent food borne illness?
- What is the impact of HACCP in the commercial kitchen?
- What measures should be taken to prevent accidents in the kitchen?

Assessment

- Health Department Survey

Skill Objectives

Students will:

- identify critical control points.
- identify different physical and chemical hazards in the food service workplace.
- explain the flow of food and the importance of inspecting all food products for damage and spoilage when they are received.
- illustrate safety measures when preparing food.
- identify safety measures when holding and serving food.
- describe the source of direct contamination and cross-contamination.
- demonstrate appropriate grooming for the workplace, including proper hand washing and use of gloves.
- demonstrate correct cleaning and sanitizing procedures during food preparation.

Unit 2 – Commercial Equipment, 2 weeks [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- demonstrate selecting, using, and maintaining food production equipment.

Unit Objectives

Students will be able to:

- identify work stations.
- identify and explain the function of commercial food preparation equipment.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- How is a commercial kitchen different from a domestic kitchen?
- What procedures are used in a commercial kitchen?

Assessment

- Demonstrate a piece of equipment

Skill Objectives

Students will:

- operate the variety of equipment used to run a commercial kitchen.
- follow appropriate procedures for safe use of the commercial equipment.
- compare different types of equipment and appropriate uses.
- illustrate a layout for a commercial kitchen.
- differentiate weight versus measure.
- contrast the heat sources used in commercial kitchens.
- select appropriate equipment for task.
- master knife skills.

Unit 3 - Menu Planning, 2 weeks [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- demonstrate menu planning based on standardized recipes to meet customer needs.

Unit Objectives

Students will be able to:

- explain the role of a menu.
- explain the role of a standardized recipe.
- describe methods of portion control and why they are important.
- identify factors that influence menu styling, design and pricing.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- What factors should be taken into consideration when planning restaurant menus?
- What role does the menu play in food service operation?
- What is the importance of standardized recipes?
- What factors affect menu pricing?

Assessments

- Chef of the Week
- Write a Standardized Recipe

Skill Objectives

Students will:

- use truth-in-menu guidelines to write a menu description.
- create interesting menus that offer good nutrition and variety.
- convert a recipe to a standardized form.
- plate food using various methods of portion control.
- construct menus appropriate for a variety of restaurants including the in-school restaurants.

Unit 4 - Customer Service, 2 weeks [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- apply customer service strategies to meet client expectations.
- use technologically advanced equipment.

Unit Objectives

Students will be able to:

- describe the role and duties of each member of the service staff.
- recognize employee traits that will contribute to customer satisfaction.
- describe the different dining environments.
- understand a point-of-sale system and how it increase efficiency.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Question

- How does quality customer service ensure repeat sales at a restaurant?

Assessment

- Have a customer critique students using a checklist provided by the Food Services teacher

Skill Objectives

Students will:

- demonstrate service skills that provide exceptional customer service.
- utilize selling techniques to increase sales.
- use a point-of-sales system.
- calculate customer checks.
- set correct table cover.

Unit 5 - Careers, 1 week [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- investigate career paths in consumer service industries.

Leadership

Students will develop leadership skills, which impact individuals, families, communities, and organizations.

Students will:

- integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).

Unit Objectives

Students will be able to:

- describe career opportunities related to food production and service.
- analyze how foodservice trends affect foodservice and food production operations.
- describe educational and training programs that can prepare students for a foodservice career.

Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

Focus Questions

- How does a student prepare for a career in the food service industry?
- How will participating in FCCLA help to prepare for a career in the food service industry?

Assessment

- Write a Resume

Skill Objectives

Students will:

- list ways to prepare for a food service career while still in high school.
- apply basic employability skills in foodservice.
- demonstrate a positive work ethic.
- participate in an FCCLA activity.
- utilize the in-school restaurant as a training ground for future employment.

Unit 6 – Cooking Techniques, 3 weeks [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- demonstrate commercial preparation for all menu categories to produce a variety of food products.

Unit Objectives

Students will be able to:

- identify the methods of cooking used in commercial food preparation.
- evaluate how cooking affects a food's nutritive value, texture, color, aroma and flavor.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- How do the different methods of cooking affect the end product?
- How do you decide which method of cooking is appropriate?

Assessment

- Divide into teams to prepare meal with moist and dry ingredients

Skill Objectives

Students will:

- demonstrate dry cooking techniques.
- demonstrate moist cooking techniques.
- demonstrate combination cooking techniques.
- contrast different cooking methods used for quality food preparation.
- choose an appropriate cooking technique to achieve desired results.

Unit 7 – Plating and Garnishing, 3 weeks [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- demonstrate skills needed for product development, testing, and presentation.

Unit Objectives

Students will be able to:

- identify different herbs and spices.
- explain how herbs and spices are used.
- describe various condiments and the foods they accompany.

Essential Question

- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Question

How do you enhance the sensory appeal of food?

Assessment

- Plate and Garnish

Skill Objectives

Students will:

- demonstrate the basic rules of plating food attractively.
- prepare a variety of garnishes.
- use herbs and spices appropriately.

Unit 8 – Stocks and Sauces, 2 weeks [top](#)

Standards

Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Unit Objectives

Students will be able to:

- describe the characteristics and uses of a quality stock
- describe the 5 mother sauces.
- identify the various classes of soups.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Questions

- How are stocks, soups, and sauces prepared?
- What are the correct methods for holding, cooling, and storing stocks, soups, and sauces?

Assessment

- Assign each group a sauce – give demonstration

Skill Objectives

Students will:

- make a variety of stocks and sauces.
- use stocks and sauces appropriately.
- demonstrate how to prepare various soups, using commercial bases or stocks.
- use thickening agents properly.
- present soups attractively garnished.
- store soups safely for future use.

Unit 9 – Hot & Cold Sandwiches, 3 weeks [top](#)

Standards

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- evaluate factors that affect food safety, from production through consumption.

Unit Objectives

Students will be able to:

- describe different types of sandwiches, fillings, spreads, and accompaniments.
- explain guidelines for preparing and plating hot and cold sandwiches.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Questions

- How are sandwiches prepared and served safely at a commercial level?
- How are a variety of sandwiches utilized and presented within the food service industry?

Assessment

- Sandwich Production Project

Skill Objectives

Students will:

- prepare sandwiches efficiently and safely using quantity techniques.
- prepare garnishes and accompaniments for hot and cold sandwiches.
- plate and garnish sandwiches.
- create unique and diverse sandwiches.
- prepare and serve sandwiches appropriate to the occasion.

Unit 10 – Garde Manger & Hot Appetizers, 3 weeks [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- apply team strategies to achieve success in the kitchen.

Unit Objective

Students will be able to:

- identify the types of food prepared in the garde manger work station.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- What is the importance of garde manger in the commercial food industry?
- What are commercial salad preparation techniques?

Assessment

- Assessed Platter

Skill Objectives

Students will:

- prepare and plate a variety of cold food platters and hors d'oeuvres.
- demonstrate the tools and techniques of garde manger.
- compose a variety of salads to meet customer needs.
- prepare and serve a variety of different salad dressings.

Unit 11 – Meat, Fish and Poultry, 3 weeks [top](#)

Standards

Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- demonstrate safety and sanitation practices in food preparation.

Unit Objectives

Students will be able to:

- identify the nutritional composition of meat, fish and poultry.
- consider the principles necessary for commercial preparation of meat, fish and poultry.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Questions

- How do you safely prepare, cook, and serve meat, fish, and poultry in a commercial setting?
- How do you incorporate healthy eating habits within a restaurant setting?

Assessment

- Plan and Cook a Meal

Skill Objectives

Students will:

- prepare a variety of meat, fish and poultry products using dry moist and combination cooking methods.
- demonstrate ways to plate and garnish meat, fish and poultry.
- list the market forms of meat, fish and poultry used in commercial preparation.
- demonstrate safe handling, storing, holding and serving of meat, fish and poultry.

Unit 12 – Breakfast, 1 week [top](#)

Standards

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- analyze factors that influence nutrition and wellness practices across the lifespan.

Unit Objectives

Students will be able to:

- identify basic breakfast foods and their nutritional contribution.
- discuss how to prepare breakfast foods for quantity service.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Question

- How can nutritious breakfast choices be offered within a restaurant setting?

Assessments

- Captain’s Breakfast
- Omelets for Service

Skill Objectives

Students will:

- create nutritious breakfast menus suitable for service.
- prepare and serve a variety of healthy breakfast foods.
- demonstrate how to plate breakfast foods attractively.

Unit 13 – Pasta and Grains, 3 weeks [top](#)

Standards

Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- prepare a variety of food products that meet the needs of individual life styles and cultures.

Unit Objectives

Students will be able to:

- identify various types of pasta, rice, and other grains.
- describe the standards of quality for pasta, rice, and other grains.
- explain the nutritional value of pasta, rice, and other grains.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Question

- Why do we need to incorporate pasta, rice, and other grains into restaurant menus?

Assessment

- Cooking Pasta/Grain

Skill Objectives

Students will:

- purchase and store pasta, rice, and other grains.
- demonstrate various cooking methods used for pasta, rice, and other grains.
- incorporate pasta, rice, and other grains into a well-balanced menu.
- prepare and serve a variety of nutritious grains.

Unit 14 – Fruits, Vegetables and Legumes, 3 weeks [top](#)

Standards

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- evaluate factors that influence nutritionally linked diseases and disorders.

Unit Objectives

Students will be able to:

- identify the quality characteristics of fresh, frozen, canned, and dried fruits and vegetables.
- identify various types of legumes and their quality characteristics.
- explain how fruits, vegetables and legumes can be a healthy addition to a menu.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Question

- How can a restaurant contribute to the healthy eating habits of their customers?

Assessments

- Group demonstrations of preparing vegetables and fruit
- Take home recipe to include dried beans

Skill Objectives

Students will:

- purchase and store varieties of fresh, frozen, canned, and dried fruits and vegetables, and legumes.
- demonstrate dry, moist, and combination methods of cooking of various fruits and vegetables for restaurant service.
- prepare and serve a variety of legumes.
- purchase and store legumes.
- present fruits, vegetables, and legumes in an appealing manner.

Unit 15 – Desserts, 3 weeks [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- demonstrate skills needed for product development, testing, and presentation.

Unit Objectives

Students will be able to:

- identify characteristics and types of desserts appropriate for quantity preparation.
- recognize the importance of offering healthy dessert choices.

Essential Question

- How do we effectively utilize human, economic, and environmental resources in our daily lives?

Focus Questions

- How can a restaurant incorporate and prepare healthier dessert choices?
- How can one create luscious desserts for consumer consumption?

Assessment

- Make and Decorate a Cake

Skill Objectives

Students will:

- prepare and serve desserts in quantity.
- prepare, bake, frost and decorate cakes using quantity techniques.
- prepare and market quick breads and pies.
- prepare a variety of frozen desserts and puddings for service.
- incorporate healthy cooking techniques into dessert preparation.