



Wolcott Public Schools

**154 Center Street
Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183**

High School Curriculum Grades 9 to 12 Understanding the Food Service Industry



Children are our Future...

UNDERSTANDING THE FOOD SERVICE INDUSTRY

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

Wolcott High School's Applied Education Department believes its courses are an integral part of the total academic structure that provides students with competencies to be competitive in a service oriented society. The mission of this program is to ensure that students have the opportunity to develop the skills, knowledge, understanding and attitudes necessary for successful participation in postsecondary education and the global economy.

Course Description:

This course will provide students with an opportunity to explore careers in an ancient but emerging industry. In addition to basic cooking skills with hands-on instruction, students will become familiar with various school-to-career possibilities in the food and hospitality industry.

* Students enrolled in *Understanding the Food Service Industry* or *Professional Food Service and Management Program* are given the opportunity to join and participate in FCCLA (Family, Career and Community Leaders of America) which is an international club that many colleges and universities recognize through scholarships.

+ *Understanding the Food Service Industry* is a Pre-requisite course for the *Professional Food Service and Management Program* and **must** be taken first. Courses cannot be taken con-currently.

UNDERSTANDING THE FOOD SERVICE INDUSTRY

Content Standard: Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will be able to identify pathogens found in food and their role in causing illness. They will also be able to identify the common food borne illnesses and their major symptoms. 	<ul style="list-style-type: none"> • Divide the class into groups and have each group research a common food borne illness and present their findings to the class. 	<ul style="list-style-type: none"> • Quiz • Research project • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Newspaper • Internet
<ul style="list-style-type: none"> • Students will be able to introduce safety and sanitation procedures. 	<ul style="list-style-type: none"> • Have students develop a checklist of safety and sanitation standards that they will utilize during kitchen labs. 	<ul style="list-style-type: none"> • Project • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Chesprocott Health District
<ul style="list-style-type: none"> • Students will be able to practice proper personal hygiene/health procedures. 	<ul style="list-style-type: none"> • Have students develop slogans that relate to the hygiene standards covered in class. Then illustrate these slogans on signs and post them in the classroom. 	<ul style="list-style-type: none"> • Have students rate themselves against the personal hygiene standards • Collage to hang in classroom relating to the slogans they chose • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Chesprocott Health District
<ul style="list-style-type: none"> • Students will be able to demonstrate proper receiving and storage of both raw and prepared foods. 	<ul style="list-style-type: none"> • Using standard procedures discussed in class have students demonstrate proper food storage. 	<ul style="list-style-type: none"> • Quiz • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Internet

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>Food Safety and Sanitation</u> (Continued)</p> <ul style="list-style-type: none"> • Students will be able to demonstrate food handling and preparation techniques that prevent cross contamination between raw, cooked and ready-to-eat foods and between animal and fish sources and other food products. Discuss conditions and practices that promote safe food handling. • Students will be able to examine current types and proper uses of cleaning materials and sanitizers. 	<ul style="list-style-type: none"> • Have students develop a checklist for proper sanitation in food preparation, storage, and clean up to be implemented in kitchen labs. • Have each lab group draw a chart illustrating proper cleaning procedures. 	<ul style="list-style-type: none"> • Lab Demonstration • School Wide Rubrics • Projects • Labs • Chapter Test • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Internet • Newspapers • Textbook • Handouts

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Content Standard: Food Production Equipment: Demonstrating, using and maintaining food production equipment.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will be able to operate tools and equipment following safety procedures. • Students will be able to maintain tools and equipment following safety procedures. • Students will be able to discuss the common hazards which can cause serious cuts and burns. • Students will be able to demonstrate procedures for cleaning, sanitizing & storage of equipment and tools. 	<ul style="list-style-type: none"> • Have students demonstrate the use of kitchen tools and small equipment under the supervision of an instructor. • Have students demonstrate safety procedures in maintaining tools and equipment through various kitchen labs. • Have students demonstrate the proper use of a knife. Review safety procedures in the event of a fire emergency. • Model these practices for students and have them demonstrate during initial kitchen labs. 	<ul style="list-style-type: none"> • Student demonstrations utilizing proper use of equipment. • Quiz • School Wide Rubrics • Lectures • School Wide Rubrics • Kitchen Labs • Quiz • School Wide Rubrics • Chapter Test • Demonstrations • Kitchen Labs • Handouts 	<ul style="list-style-type: none"> • Textbooks • Handouts • Lectures • Demonstrations • Textbook • Handouts • Demonstrations • Textbook • Handouts • Demonstrations • Guest Speakers • Textbook • Handouts • Demonstrations

UNDERSTANDING THE FOOD SERVICE INDUSTRY

Content Standard: Food Preparation: Demonstrate preparation to produce a variety of food products

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will be able to demonstrate a variety of cooking methods including baking, roasting, sautéing, frying, and steaming. 	<ul style="list-style-type: none"> • Have students demonstrate each culinary technique utilizing proper procedures. 	<ul style="list-style-type: none"> • Quiz • Student Demonstrations • Kitchen Labs • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Lectures • Demonstrations • Internet • Magazines
<ul style="list-style-type: none"> • Students will be able to prepare various meats and poultry. 	<ul style="list-style-type: none"> • Have students prepare using proper culinary techniques several meat and poultry products. 	<ul style="list-style-type: none"> • Kitchen Labs • Catering Functions • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Lectures • Demonstrations
<ul style="list-style-type: none"> • Students will be able to prepare various soups and sauces. 	<ul style="list-style-type: none"> • Have students prepare using proper culinary techniques basic soups and sauces. 	<ul style="list-style-type: none"> • Quiz • Kitchen Labs • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Lectures
<ul style="list-style-type: none"> • Students will be able to prepare various salads and dressings. 	<ul style="list-style-type: none"> • Have students prepare using proper culinary techniques basic salads and dressings. 	<ul style="list-style-type: none"> • Kitchen labs • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbooks • Handouts • Lectures
<ul style="list-style-type: none"> • Students will be able to prepare various fruits and vegetables. 	<ul style="list-style-type: none"> • Have students prepare using proper culinary techniques basic fruits and vegetables. 	<ul style="list-style-type: none"> • Quiz • Kitchen Labs • Mid Chapter Test • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Demonstrations

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><u>Food Preparation</u> (Continued)</p> <ul style="list-style-type: none"> • Students will be able to prepare sandwiches and appetizers. • Students will be able to prepare baked goods and desserts. • Students will be able to demonstrate food presentation techniques. • Students will be able to convert recipes based on their knowledge of conversions. 	<ul style="list-style-type: none"> • Have students research and prepare using proper culinary techniques the different classifications of sandwiches and appetizers. • Have students research and prepare using proper culinary techniques the different classifications of baked goods and desserts. • Have students select a garnish from a series of portraits so they may reproduce a garnish using adequate food products and garnishing hand tools. • Students will adjust serving sizes from textbook and internet recipes to accommodate an increase or decrease of servings or yields. 	<ul style="list-style-type: none"> • Kitchen Labs • School Wide Rubrics • Quiz • Kitchen labs • Chapter Test • School Wide Rubrics • Practical Midterm • Kitchen labs • Student Demonstrations • School Wide Rubrics • Quiz • Chapter Test • Activity Sheets • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Demonstrations • Internet • Textbook • Handouts • Demonstrations • Internet • Textbook • Handouts • Demonstrations • Internet • Textbook • Handouts • Lectures • Internet

UNDERSTANDING THE FOOD SERVICE INDUSTRY

Content Standard: Service, apply concepts of service to meet customer expectations

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will be able to practice service methods. • Students will be able to demonstrate sensitivity to diversity and individuals with special needs. 	<ul style="list-style-type: none"> • Working in small groups students will utilize the table appointments available in lab to demonstrate basic table service. • Students will participate in at least one catering function for the Wolcott Senior Center or the Life Skills Class at Wolcott High School. 	<ul style="list-style-type: none"> • Quiz • Student Demonstrations • School Wide Rubrics • Quiz • Chapter Test • Student Demonstrations • Student Participation • School Wide Rubrics 	<ul style="list-style-type: none"> • Textbook • Handouts • Lectures • Demonstrations • Handouts • Demonstrations • Lectures

UNDERSTANDING THE FOOD SERVICE INDUSTRY

Pacing Guide

September:

- Start with PowerPoint
- Rules
- Class Expectations
- Safety Rules
- Basic Cooking for Fun
- Kitchen Assignments
- “Your” Food Habits
- Chapter 1- Food Industry
 - Talk about hygiene during this chapter
- Chapters 3 & 4- Safety & Sanitation
 - Discuss the ways to properly clean & sanitize
 - Knife demonstration during this lesson

October:

- Chapter 3- Food Borne Illnesses
 - During this unit also discuss safe food handling as well as demonstrating the proper storage of both raw & cooked foods.
- Chapters 7 & 8-Kitchen Tools
 - Also talk about maintaining the tools
- Chapter 8A- Working in Stations
- Chapter 8B- Getting Ready for the Kitchen

November:

- Chapters 17, 18, 19, 20 & 21-Cutting methods and cooking methods such as sautéing, roasting, baking, frying, steaming, etc.

December:

- Chapter 10- Beef
- Chapter 9- Poultry

January:

- Chapter 11- Fish & Seafood

February:

- Chapter 25- Vegetables

March:

- Chapter 28- Salads, Soups & Dressings
- Chapter 26- Cereals, Rice & Pasta

April:

- Chapter 26- Cereals, Rice & Pasta (Continued)
- Chapter 29- Beverages

May:

- Unit 2- Nutrition and the Food Pyramid
- Various catering parties

June:

- Various catering parties
- Clean, sanitize & close kitchen

UNDERSTANDING THE FOOD SERVICE INDUSTRY

Essential Questions

- 1.) How do the important culinary trends both historical and contemporary, affect the way the food service industry is organized today?
- 2.) List the key points of the dietary recommendations issued by the United States Department of Agriculture.
- 3.) How do you avoid cross contamination within a kitchen setting?
- 4.) Based on what you have learned about kitchen tools, describe how you would select the proper tool for the job and list the functions & maintenance for that tool as well.
- 5.) What does it mean to sauté, and how does this relate to *ala minute* cooking and the term *mise en place*?
- 6.) Explain the process for selecting the best cuts of meat, fish & poultry based on industry standards.
- 7.) Explain the various cooking terms and explain their similarities & differences.
- 8.) Explain the proper methods for receiving meats, poultry & seafood as well as their proper storage and the many cooking functions amongst them.
- 9.) Explain the selection & storage process of fruits and vegetables as well as master cutting techniques for these items.
- 10.) Name the two basic categories of soups and list several examples that fit into these categories including ingredients & serving methods.
- 11.) Explain how to properly select & prepare starches for boiling and steaming; include methods to check for doneness.

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Skills Objectives

Students will be able to:

- 1.) Identify pathogens found in food and their role in causing illness. They will also be able to identify the common food borne illnesses and their major symptoms.
- 2.) Demonstrate proper receiving and storage of both raw and prepared foods.
- 3.) Demonstrate food handling and preparation techniques that prevent cross contamination between raw, cooked and ready-to-eat foods and between animal and fish sources and other food products. Discuss conditions and practices that promote safe food handling.
- 4.) Operate tools and equipment following safety procedures.
- 5.) Demonstrate procedures for cleaning, sanitizing & storage of equipment and tools.
- 6.) Discuss the Food Guide Pyramid to make healthful food choices & students will be able to evaluate nutritional information, including food labels.
- 7.) Demonstrate a variety of cooking methods including baking, roasting, sautéing, frying, and steaming.
- 8.) Prepare various soups and sauces as well as preparing various salads and dressings.
- 9.) Convert recipes based on their knowledge of conversions.
- 10.) Demonstrate sensitivity to diversity and individuals with special needs.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them.
Thanks.]