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Part 58: Hospitality and Tourism, Career Pathway

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The Research and Curriculum Unit (RCU), located in Starkville, Mississippi, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Dr. Doug Belk, Technology Coordinator, Pascagoula School District

Mr. Mike Mulvihill, Interim Associate Superintendent, Office of Vocational Education and Workforce Development

Ms. Christy Todd, Education Specialist, Office of Vocational Education and Workforce Development

Finally, standards in the *Culinary Arts Curriculum Framework and Supporting Materials* are based on the following:

Academic Standards

Mississippi Department of Education Subject Area Testing Program

ACT College Readiness Standards

The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: Global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem solving, critical thinking, and self-directional skills; and Information and Communication Technology (ICT) Literacy. Reprinted with permission.

National Educational Technology Standards for Students

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National Restaurant Association Educational Foundation

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ServSafe Standards

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Preface

Secondary vocational–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Executive Summary

Program Description

Culinary Arts is a pathway for students in the Human Science, Art, and Humanities career cluster. The following description is from the current Standard Course of Study, for Career–Technical Education, Mississippi Department of Education.

The Culinary Arts pathway program includes classroom and hands-on experiences that will prepare students for employment or continuing education in the foodservice industry. This program was written to incorporate the **National Restaurant Associations (NRA) ProStart** learning objectives. Any student who successfully completes this program and the mentoring requirements of the NRA can take the National ProStart Certificate of Achievement exam. This is a national certification program recognized throughout the foodservice industry. Each district should implement a maximum student number due to the size of each lab.

Industry Certification

This program was designed to articulate to postsecondary Food Production, Hotel and Restaurant Management, and Culinary Arts. Industry standards are based on the *National Restaurant Association ProStart Certification and the National Restaurant Association ServSafe Certification*.

Assessment

Students will be assessed using the Culinary Arts MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the Culinary Arts instructional design specialists at the Research and Curriculum Unit at 662.325.2510.

Student Prerequisites

In order for students to be able to experience success in the Culinary Arts program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)

   or

3. Instructor Approval and TABE Reading Score (eighth grade or higher)

   or

4. Instructor Approval

Proposed Applied Academic Credit

The mathematics content in the Culinary Arts program is meaningful and useful to students who are entering the foodservice industry. Applied mathematics content was aligned to the 2007 Mississippi Mathematics Framework Revised Academic Benchmarks.

Licensure Requirements

Mississippi teacher license endorsement 972 is needed to teach the Culinary Arts pathway. Requirements for the 972 educator endorsement are listed below:

1. Applicant must have earned an AA degree or higher.
2. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) or the Redesign Education Program (REP).
3. Applicant must complete the individualized Professional Development Plan (PDP) requirements of the VIP or REP prior to the expiration date of the 3-year vocational license.
4. Applicant must complete all components of the national Prostart Certification program.
5. Applicant must successfully complete the ServSafe certification exam (updated every 5 years).
6. Applicant must successfully complete an approved computer literacy certification exam.
7. Applicant must successfully complete a certification for an online learning workshop, module, or course that is approved by the Mississippi Department of Education.
8. Applicant must successfully complete a Culinary Arts certification workshop, module, or course that is approved by the Mississippi Department of Education.

Professional Learning

If you have specific questions about the content of each training session provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for the Professional Learning Specialist.

Course Outlines

This curriculum provides options for local school districts to meet student needs and scheduling demands. The first option groups units into four 1-Carnegie unit courses. The second option groups units into two 2-Carnegie courses. Please see below for a description of each option.

Option 1

This option consists of four 1-credit courses that should be completed in the following sequence:

1. Orientation to Culinary Arts (Course Code: 996002)
2. Theory and Applications of Culinary Arts I (Course Code: 996004)
3. Theory and Applications of Culinary Arts II (Course Code: 96005)
4. Advanced Studies in Culinary Arts (Course Code: 996006)

Course Description: Orientation to Culinary Arts includes the foundation skills necessary in the foodservice industry. Content such as food safety and sanitation, equipment, safety and security, culinary foundations and math, and an introduction to the hospitality industry are included in the course. Mastery of the competencies listed in the food safety and sanitation unit will prepare the

student to take the NRA's ServSafe exam to become ServSafe Food Safety certified. As of January 1, 1999, every foodservice establishment in Mississippi must have a full-time certified food manager employed in order to meet the FDA Food Code requirements. Students are encouraged to take this exam.

Course Description: Theory and Applications of Culinary Arts I emphasizes real-world, hands-on practice of food preparation. Food preparation techniques included in this course include breakfast foods, dairy, and sandwiches; fruits, vegetables, salads, and garnishes; and potatoes and grains. This one-Carnegie unit course should only be taken after students successfully pass Orientation to Culinary Arts (Course Code: 995002).

Course Description: Theory and Applications of Culinary Arts II emphasizes real-world, hands-on practice of food preparation. Food preparation techniques included in this course include desserts and baked goods; meat, poultry, and seafood; and stocks, sauces, and soups. This one-Carnegie unit course should only be taken after students successfully pass Theory and Applications of Culinary Arts (Course Code: 995004).

Course Description: Advanced Studies in Culinary Arts is a culminating course that places emphasis on an internship experience. While they participate in the on-the-job training, the students will use their skills that are related to management and business concepts, customer communication, and customer service. Before students can complete the Advanced Placement Culinary Arts course, they must meet the following requirements:

Score 80% or higher on the MS-CPAS2 summative assessment.
Attendance rate of 92% or better in the Orientation to Culinary Arts (Course Code: 996002) and the Theory and Applications of Culinary Arts parts A and B (Course Code: 996004 and 996005)
Find a job related to the culinary industry.

Orientation to Culinary Arts (One Carnegie Unit) - Course Code: 996002

Unit		Title	Hours
1		Introduction	10
2		Human Relations Management	25
3		Food Safety and Sanitation	30
4		Foodservice Equipment, Safety, and Security	30
5		Culinary Foundations	35
			130

Theory and Applications of Culinary Arts I (One Carnegie Unit) - Course Code: 996004

Unit		Title	Hours
6		Breakfast Foods, Dairy, and Sandwiches	25
7		Fruits, Vegetables, Salads, and Garnishes	35
8		Culinary Math	25
			85

Theory and Applications of Culinary Arts II (One Carnegie Unit) - Course Code: 996005

Unit		Title	Hours
9		Orientation	20
10		Hospitality Industry	30
11		Potatoes and Grains	25
12		Customer Communication and Service	25
13		Desserts and Baked Goods	25
			125

Advanced Studies in Culinary Arts (One Carnegie Unit) - Course Code: 996006

Unit		Title	Hours
14		Culinary Business Concepts	45
15		Meat, Poultry, and Seafood	25
16		Stocks, Sauces, and Soups	25
			95

Option 2

This option consists of two 2-Carnegie unit courses that should be completed in the following sequence.

1. Culinary Arts I (Course Code: 996000)
2. Culinary Arts II (Course Code: 996001)

Course Description: Culinary Arts I is the first course of the program. Food preparation techniques included in this course are breakfast foods, dairy, sandwiches, salads, garnishes, fruits, and vegetables. Management skills emphasized are basic customer service, food safety and sanitation, workplace safety and security, culinary basics, equipment, nutrition, human resources, math, and food cost control. Mastery of the competencies listed in the food safety and sanitation unit will prepare students to take the NRA's ServSafe exam to become ServSafe Food Safety certified. As of January 1, 1999, every foodservice establishment in Mississippi must have a full-time certified food manager employed in order to meet the FDA Food Code requirements. Students are encouraged to take this exam.

Course Description: Culinary Arts II is a continuation of the emphasis on management and food preparation. Management topics include marketing, accounting, purchasing, inventory, and advanced customer service. Food preparation techniques covered include potatoes, grains, desserts, baked goods, meat, poultry, seafood, stocks, sauces, and soups. An exploration of culinary history is also included in this course. The course should be taken after the student has successfully passed Culinary Arts I.

Culinary Arts I (Course Code: 996000)

Unit		Title	Hours
1		Introduction	10
2		Human Relations Management	25
3		Food Safety and Sanitation	30
4		Foodservice Equipment, Safety, and Security	30
5		Culinary Foundations	35
6		Breakfast Foods, Dairy, and Sandwiches	25
7		Fruits, Vegetables, Salads, and Garnishes	35
8		Culinary Math	25
			215

Culinary Arts II (Course Code: 996001)

Unit		Title	Hours
9		Orientation	20
10		Hospitality Industry	30
11		Potatoes and Grains	25
12		Customer Communication and Service	25
13		Desserts and Baked Goods	25
14		Culinary Business Concepts	45
15		Meat, Poultry, and Seafood	25
16		Stocks, Sauces, and Soups	25
			220

BLUEPRINT

You will find the blueprint that corresponds to this document at:
http://info.rcu.msstate.edu/services/curriculum.asp

Research Synopsis

Students who successfully master the curriculum should have the skills required to take the National Restaurant Associations exam, which is based on industry–validated performance indicators. In addition, students should be prepared to take the Mississippi Culinary and Related Food Technology exams through the Mississippi Department of Education and also to complete the requirements and take the certification test to become ServSafe certified on a national level.

Industry Job Data – Employment Projections 2004 to 2014 for Mississippi

Occupation	2004 Employment	2014 Projected Employment	Number	Percent	Total Projected Avg. Annual Job Openings
Food Service Managers	5,560	6,090	530	9.5%	145
Food Preparation and Serving-related Occupations	96,490	112,160	15,670	16.2%	5,135

Note: Compiled by Mississippi Department of Employment Security and Labor Market Information Department

Industry Comments and Quotes

The driving force for curriculum development for Culinary and Related Food is based upon input from industry representatives.

- "Teamwork is a must in the restaurant industry."
- "Our staff must be on time."
- "Being self-motivated and taking the initiative to do things are a wanted skill."
- "Understanding that this industry works long hours…."

Articulation

Secondary Program	Postsecondary Program	Postsecondary Courses
Culinary & Related Foods Tech***	PS Hospitality & Tourism Mgmt Tech	HRT 1123 – Introduction to the Hospitality and Tourism Industry HRT 1213 – Sanitation and Safety
	PS Food Production & Mgmt Tech	FPV 1113 – Fundamentals of Operational Procedures in Food Service FPV 1213 – Food Service Sanitation

****The students must pass the culinary arts CPAS exam through the MDE and the ServSafe exam before articulation will be granted for HRT 1213 and FPV 1213.*

National Standards/Certifications

Successfully completing the 2-year ProStart program and passing year 1 and year 2 exams earn the student the National ProStart Certificate of Achievement and puts him or her on the road to management in one of America's largest industries. Many university hospitality and culinary programs across the country accept ProStart courses for college credit, knowing that graduates of

the ProStart program have completed an approved curriculum and meet high standards of excellence. In Mississippi, many community colleges articulate three to six credit hours in Food Production and Management Technology or Hospitality and Tourism Management and Technology from the courses taken on the secondary level. The cost of the test depends on the individual high school. Twelve high schools are members of the Mississippi Restaurant Associations ProStart program, and their exams are paid for by the association. The other 22 schools are not members of the ProStart program and are not eligible to take the national exam but only the CPAS exam through the Mississippi Department of Education.

Course Content

Introduction to Culinary Arts	Culinary Math and Food Preparation
Orientation and Introduction to Culinary Arts • Careers in the hospitality industry • Safety in the laboratory • Job search Food Safety and Sanitation • Food safety • Food safety system • Flow of food • ServSafe/Clean and sanitary kitchen Hospitality Industry • Culinary history • Tourism • Lodging industry Equipment • Hand tools • Identify small and large equipment • Safe use and maintenance of equipment Workplace Safety and Security • Emergency techniques and procedures	Culinary Basics • Nutrition • Cooking methods • Standardized recipes • Well-balanced meals • Breakfast foods • Dairy products • Sandwiches • Salads and dressings • Garnishing/plating • Weights and measures • Fruits and vegetables • Potatoes, grains, legumes, and pasta • Breads • Baked goods • Meat, poultry, fish, and seafood • Stocks, soups, and sauces Menu • Selling price • Well-balanced menu • Design • Marketing Customer Service • Customer relations • Interpersonal skills • Customer communication • Art of service • Working with others Math and Management • Mathematical calculations to culinary practices • Budgeting • Accounting practice • Inventory control • Food cost control • Ordering, purchasing, and receiving

Professional Organizations

American Association of Family and Consumer Science - AAFCS
400 North Columbus Street, Suite 202
Alexandria, VA 22314
(703) 706-4600
http://www.aafcs.org/

American Culinary Federation
180 Center Place Way
St. Augustine, FL 32095
Toll Free: (800) 624-9458
Local: (904) 824-4468
Fax: (904) 825-4758
http://www.acfchefs.org/

Association for Supervision and Curriculum Development - ASCD
1703 North Beauregard Street
Alexandria, VA 22311-1714
(800) 933-ASCD
http://www.ascd.org

Association for Career and Technical Education - ACTE
1410 King Street
Alexandria, VA 22314
(800) 826-9972
http://www.acteonline.org

Family, Career, and Community Leaders of America - FCCLA
1910 Association Drive
Reston, VA 20191-1584
(703) 476-4900
http://www.fcclainc.org/

Mississippi Association for Career and Technical Education - MSACTE
http://www.mississippiacte.com/

Mississippi Association of Family and Consumer Sciences
http://www.mafcs.com/index.html

Mississippi Association for Supervision and Curriculum Development - MASCD
P.O. Box 13576
Jackson, MS 39236
(601) 591-2210
http://www.mascd.com

Mississippi Department of Education - MDE
Office of Vocational Education and Workforce Development
P.O. Box 771
Jackson, MS 39205
(601) 359-3940
http://www.mde.k12.ms.us/vocational/news/

National Restaurant Association Educational Foundation - NRAEF
175 West Jackson Boulevard, Suite 1500
Chicago, IL 60604-2814
(800) 765-2122
http://www.nraef.org/

Using this Document

Each secondary vocational–technical course consists of a series of instructional units that focuses on a common theme. All units have been written using a common format, which includes the following components:

Unit Number and Title

Suggested Time on Task
An estimated number of clock hours of instruction should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75 to 80% of the time in the course.

Competencies and Suggested Objectives
A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.

The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Suggested Teaching Strategies
This section of each unit indicates research-based strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on the needs of their students and resources available in order to provide optimum learning experiences for their students.

Suggested Assessment Strategies
This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, and Technology Standards for Students
This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. It also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students are associated with the competencies, and suggested objectives for the unit are also identified.

References

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on the needs and abilities of students and available resources.

Competency 1: Identify school and program policies and procedures, and compare/contrast them with industry policies and procedures. (DOK 1) [1PS0, 1PS1, 1PS2, SS9]

Suggested Objectives

a. Discuss the school handbook and all safety procedures for classroom and building levels. (DOK 1)
b. Review program policies in the classroom, laboratory, and industry. (DOK 1)

Suggested Teaching Strategies

- Describe key school and program policies and procedures to the class (may use the school handbook and any program-specific information). [CS1, T5, R1]
- Have each student read the school handbook, as well as any program-specific information, and key a summary about what is expected in relation to school and program policies and procedures. [CS1, T6, R1]

Suggested Assessment Strategies

- Assess each student for mastery of policies and procedures using a written or electronic test on Blackboard, and file the test for documentation.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Identify career and leadership opportunities in the culinary industry. (DOK 1) [1PS0]

Suggested Objectives

a. Investigate career opportunities in the culinary industry to include communication writers, food stylists, marketers, research and development, food science, sales, dietitians, food production, food processing, accounting, entrepreneurs, trainers, and grocery store and deli managers. (DOK 1)
b. Investigate the occupational outlook and salaries for culinary careers according to current and future trends. (DOK 2)
c. Discuss the difference between school and workplace environments. (DOK 1)
d. Explore leadership opportunities available from student youth and industry organizations. (DOK 2)

Suggested Teaching Strategies

- Lead a class discussion and brainstorming session related to careers and job opportunities in foodservice. As a part of this discussion, have students use Inspiration or other mind mapping software to brainstorm a list of careers. [CS1, CS3, T2, T3]
- Use the Internet at http://www.personalitytype.com to take a free quiz to identify your

personality type, and then review a list of careers that fit. Discuss your findings with the class and/or on a discussion board forum in Blackboard. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4

- Use the Internet at http://www.mapping-your-future.org to obtain the "Ten Steps to Planning a Career" checklist. Discuss your findings with the class and/or on a discussion board forum in Blackboard. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, R3, R4
- Using the career list developed, divide the students into groups, and assign each group one or two of the careers listed on the board. Have each group investigate the career opportunities using interviews, Internet searches, the career center, the library, and so forth. Have students use a multimedia presentation station and PowerPoint presentation to make an oral presentation to the class to report their findings related to careers and job opportunities. CS1, CS3, T2, T3, R1, W5
- Allow students to use an online career and college investigative (ex. Choices) software to research what postsecondary and/or career would best suit each student. CS1, T1, , T2, T3, T4, T5, T6
- Discuss the occupational outlook for careers in the culinary field. Identify and define the Occupational Outlook Handbook. Allow each student to choose one career opportunity to investigate. Have students complete an Internet search to find the *Occupational Outlook Handbook*, locate their specific careers, and identify the educational requirements for the career, the expected salary range, working conditions, and future outlook for the field. Using word processing software such as Microsoft Word, have each student write a report on the research and present his or her findings to the class. CS1, CS3, CS5, T1, T2, T3, T4, T6, R1, R2, W1,W2, W3, W4, W5
- Discuss the differences between school and workplace environments. Have students post comments on a Blackboard discussion forum or Wiki. CS1, T1, T2, T3, T4, T5, T6, E1, E2, E3, E4, E6, R1, R2, R3, R4, W1,W2, W3, W4, W5
- Provide students with the listing of the 21st Century Life and Career Skills. Lead students in a discussion of how these skills apply to their current career as students and will apply to their career success after school. Provide students with a copy of the Workplace rubric, which will be used to evaluate each student's demonstration of life and career skills. Have students self-assess their current scores on the rubric, and explain that they will be periodically (at least once a grading period) graded on their ability to demonstrate these skills. CS1, CS2, CS3,CS4, CS5, R1, R2, R3, R4, W1
- Discuss opportunities for demonstrating leadership through school (FCCLA and SkillsUSA) and community youth organizations including competitive events, degree programs, and committee work. CS5, T1, R1
- Have students complete a scavenger hunt to explore Web sites on the Internet such as ProStart, FCCLA, SkillsUSA, and community college and university Web sites to find available leadership and educational opportunities. CS5, T6, R1

Suggested Assessment Strategies

- Use the Presentation Assessment Rubric to evaluate each group's presentation.
- Use the Written Report Assessment Rubric to evaluate each student's report.
- Use the Written Report Assessment Rubric to evaluate the paragraph.
- Use the Workplace Rubric to evaluate students.
- Use the Web Site Search checklist to evaluate the Web search.
- Monitor for participation in leadership activities.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Analyze the importance of service to the culinary industry. (DOK 2) 1PS1, 1PS2, SS9

Suggested Objectives

a. Explore the elements of excellent service to include anticipating the customers' needs. (DOK 2)
b. Explore the elements of excellent service from the standpoint of the customer. (DOK 2)
c. Investigate the importance of positive attitudes and work ethics. (DOK 1)
d. Illustrate the qualities of successful foodservice employees. (DOK 2)
e. Develop a list of workplace guidelines to include attendance, teamwork, promptness, dependability, questions, fairness, honesty, and a positive attitude. (DOK 1)

Suggested Teaching Strategies

- Lead a class discussion on the importance of service and what it means to the industry. Conduct a brainstorming session to list ways to anticipate customer needs. Have students list the needs on the board. Use Inspiration or a similar mind mapping program. Use the results of the brainstorming activity to discuss elements of excellent service. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6 R1, W5
- Divide the students into groups, and have them participate in a role-play exercise demonstrating excellent service from the standpoint of the customer. CS3, CS5, T1, T4
- Using word processing software such as Microsoft Word, have each student write a one-page paper about the elements of excellent customer service. CS1, T1, R1, R2, W1,W2, W3, W4, W5
- Lead a class discussion of positive attitudes and work ethics. Have students post comments on a Blackboard discussion board or Wiki. CS1, T1, T2, T3, T4, T5, T6, E1, E2, E3, E4, E6, R1, R2, R3, R4, W1,W2, W3, W4, W5
- Have each student interview a person working in the foodservice industry about the importance of communication, problem solving, punctuality, responsibility, and work ethics. Ask each student to develop a summary (student's choice of written, poster, oral presentation, etc.) of the interview including the questions and answers provided. CS1, CS2, T2, T3, R1, R2, W1,W2, W3, W4, W5
- Have students explore qualities and expectations of successful culinary employees through brainstorming in small groups and reporting to the entire class. As each group reports to the class, have one student write a collective list on the multimedia presentation station. The qualities should include loyalty, following directions, cooperation/teamwork, good working relationship, punctuality, honesty, wages/salary, initiative, recognition, and a pleasant and safe working environment. Using the qualities/expectations from the brainstorming activity, have students divide into groups and develop a list of workplace guidelines to be used in the lab. These guidelines should be similar to those that might appear in an employee handbook. Have each group present its list, and combine the lists to make one to be posted in the lab, using a word processing program such as Microsoft Word. CS1, CS2, CS3, CS5, T1, T2, T3, T4, T5, T6, E1, E2, E3, E4, E5, E6, R1, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Use the Role-Play or Skit Assessment Rubric to evaluate the groups.
- Use the Written Report Assessment Rubric to evaluate the one-page paper.
- Use the Role-Play or Skit Assessment Rubric to evaluate the skit.
- Evaluate the interview poster, oral presentation, written summary, and so forth using one of the rubrics.
- Evaluate the group work on workplace guidelines using the Group Work Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 4: Formulate a plan for an effective job search. (DOK 1) [1PS0]

Suggested Objectives

a. Create a generic cover letter. (DOK 2)
b. Identify a network of people that can provide information about job opportunities. (DOK 1)
c. Create a high-quality one-page resume. (DOK 3)
d. Complete a college and job application form. (DOK 2)
e. Construct an electronic portfolio. (DOK 3)
f. Participate in a mock effective job interview. (DOK 3)
g. Write a generic letter of resignation. (DOK 2)

Suggested Teaching Strategies

- Discuss the preparation of a cover letter, and identify information to be included. [CS1, CS2, T2, R1]
- Divide students into groups, and provide each group a different copy of a cover letter. Have the students in the group identify the information that should be included, and list information that is not stated. [CS1-CS3, T4, R1]
- Have students write/type an acceptable cover letter. Have students peer evaluate each other's letters. [CS2, T1, T2, T3, T4, T6, R1, R2, W1,W2, W3, W4, W5]
- Lead a discussion related to identifying people who can provide information about job opportunities. [CS1, CS5, T4, R1]
- Have each student develop a list of people that can be resources to obtain useful information to help each student reach his or her individual career goal. [CS1, CS5, T4, R1, W5]
- Discuss the purpose of a resume, and provide resume samples. [CS1, T1, R1]
- Divide the students into groups, and provide several copies of resumes. Have the students review each resume and determine who to interview for a job. [CS1, CS2, CS3, CS4, CS5, T1, T4]
- Have each student write/type a high-quality one-page resume. Have students peer evaluate each other's resumes. [CS2, T5, T6, R1, W5]
- Discuss the skills necessary to effectively complete a college and job application form. [CS3, CS5, T4]
- Provide each student with a copy of a job application. Lead the class through the completion of the application. [CS1, CS5, T1, R1]
- Have each student complete a college and job application form. [CS1, CS5, T1, R1, W5]
- Lead a brainstorming session related to electronic portfolio development. Have one student write ideas on the board. [CS1, CS2, CS3, CS4, CS5, T1, T4, R1, W5]
- Provide examples of electronic and paper portfolios and, as a class, discuss the important parts of each. [CS1, CS3, T4]
- Have students begin the development of an electronic portfolio in Blackboard and continue it throughout the year. (See Culinary Blackboard site for templates. This portfolio will be enhanced and updated during year 2). [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W3, W4, W5]
- Have the students take pictures of dishes made, recipes developed, and/or other class documents generated during the course of the year to add to their electronic portfolios. [CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6]
- Use a video to display correct interviewing skills, and then have a class discussion on the dos and don'ts of interviewing. [CS1, CS2, CS3, CS4, CS5, T1, T2, T4, T5]
- Participate in a mock interview(video students while participating in mock interview). [CS1, CS2, CS3, CS4, CS5, T1, T4, T5]
- Discuss and list the proper procedures for resigning from a job. [CS1, T1, R1, W5]

- Divide the class into groups, and provide each group a case study that involves an employee resignation. Have the students analyze the case study to determine if the employee followed the proper steps when resigning. Have each group discuss the negative effects of an improper resignation. CS1, CS2, CS3, CS4, CS5, T1, T4, R1, R2, W5
- Have students write/type a letter of resignation. CS1, T1, R1, W5

Suggested Assessment Strategies

- Monitor for participation in group work using the Group Work Assessment Rubric.
- Evaluate the cover letter by using the Business Letter Assessment Rubric.
- Evaluate the list of contacts for each student based on effectiveness.
- Evaluate the resume using the Resume Assessment Rubric.
- Evaluate the college and job application forms for accuracy, completeness, grammar, spelling, neatness, and so forth.
- Evaluate the design and eye appeal of the portfolio using the Portfolio Assessment Rubric. This rubric may also be used to evaluate the portfolio upon completion.
- Evaluate the list for the job interview based on accuracy and content.
- Use the Role-Play or Skit Assessment Rubric to evaluate the role-play.
- Evaluate the case study activity using the Case Study Assessment Rubric.
- Evaluate the letter of resignation using the Business Letter Assessment Rubric.
- Evaluate the mock interview using the Interview Assessment Rubric.
- Using the templates on Blackboard, have students complete an electronic portfolio, and evaluate based on Performance Rubric for Portfolio.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist.

Suggested Rubrics and Checklists

Business Letter Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information and very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing	Most elements missing or out of place	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information and inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task and always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Interview Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dresses appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist – Year 1

STUDENT NAME:_____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.
	4	Journal reflecting on unit 4.

Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Portfolio Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 5 Points	Good 4 Points	Needs Some Improvement 3 Points	Needs Much Improvement 2 Points	Unsatisfactory 1 Point	Score
Visual Appeal						
Cover Page						
Table of Contents						
Letter of Introduction						
Letter of Recommendation						
Resume						
Content						
					TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact and seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Resume Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words spelled correctly	Contains at least six of the criteria and no more than two spelling errors	Contains at least five of the criteria and no more than four spelling errors	Contains minimal information and more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Web Site Search Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Web Site Search	Yes	No
ProStart		
FCCLA		
SkillsUSA		
Coahoma Community College		
Copiah-Lincoln Community College		
East Central Community College		
Hinds Community College		
Holmes Community College		
Itawamba Community College		
Jones County Junior College		
Meridian Community College		
Mississippi Delta Community College		
Mississippi Gulf Coast Community College		
Northeast Mississippi Community College		
Northwest Mississippi Community College		
Pearl River Community College		
Southwest Mississippi Community College		
Alcorn State University		
Delta State University		
Jackson State University		
Mississippi State University		
Mississippi University for Women		
Mississippi Valley State		
University of Southern Mississippi		
University of Mississippi		

Workplace Skills Weekly Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Behavior Skill	Never	Rarely	Most of the Time	Always
On Time and Prepared				
1. Arrives to class on time				
2. Brings necessary materials				
3. Completes homework				
Respects Peers				
1. Respects others' property				
2. Listens to peers				
3. Responds appropriately to peers				
4. Respects others' opinions				
5. Refrains from abusive language				
Respects Teachers/Staff				
1. Follows directions				
2. Listens to teacher and staff				
3. Accepts responsibility for actions				
Demonstrates Appropriate Character Traits				
1. Demonstrates positive character traits (kindness, trustworthy, and honesty)				
2. Demonstrates productive character traits (patient, thorough, and hardworking)				
3. Demonstrates a level of concern for others				
4. Demonstrates problem-solving skills				
5. Demonstrates teamwork				
Demonstrates a Level of Concern for Learning				
1. Remains on task				
2. Allows others to remain on task				

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CLS1 Flexibility and Adaptability
CLS2 Initiative and Self-Direction
CLS3 Social and Cross-Cultural Skills
CLS4 Productivity and Accountability
CLS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

1PS0 Introduction: Preparing for a Successful Career
1PS1 Successful Customer Relations
1PS2 Preparing and Serving Safe Food
SS9 The Flow of Food: Service

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

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Restaurants and institutions. (2007). Retrieved November 13, 2007, from http://www.rimag.com/

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SkillsUSA. (n.d.). Retrieved November 13, 2007, from http://www.skillsusa.org

United States Department of Labor, Bureau of Labor Statistics. (n.d.). *Occupational outlook handbook, 2004–05.* Retrieved November 12, 2007, from http://www.bls.gov/oco/

What do employers expect from me? [Poster]. (Available from Tech Prep Office, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205)

Williams, A. G., & Hall, K. J. (2001). *Creating your career portfolio.* Upper Saddle River, NJ: Prentice Hall.

For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Determine the skills necessary to provide professional customer service. (DOK 2) [1PS1, 1PS2, SS9]

Suggested Objectives

a. State the importance of customer service. (DOK 1)
b. List the reasons and the ways to make a positive first impression. (DOK 2)
c. Describe a variety of customers that may have special needs. (DOK 2)
d. Distinguish between effective and ineffective communication with customers by giving examples. (DOK 2)
e. Explain how customer satisfaction directly affects a restaurant's success. (DOK 3)
f. Create job standards for servers. (DOK 2)

Suggested Teaching Strategies

- Lead a discussion on the importance of customer service. Discuss why it is important to make a positive first impression and ways to make a positive first impression. Open with this thought: Most of us are customer's every day. We purchase from vending machines, buy stamps, shop at the store, purchase gas, buy DVDs, and other things. [CS1, T1, R1]
- Have students make a list of the goods and services they purchased in the last two days. Have them compare their lists with classmates. Have students discuss the customer service they received when they purchased the items. Ask students to consider how they felt when the vending machine took their money and did not provide the product. Ask them to consider how they felt when the clerk watched them like a hawk, thinking they might steal. Ask how they felt when they had to wait a long time to get help. [CS1, CS3, T1, T4, R1, R2,W5]
- Discuss and define customer service for all types of customers including special needs. [R1, R2,W5]
- Have students evaluate their school or classroom for access for the handicapped, and discuss the modifications that would be required to provide handicapped access. Ask the question, "Why do restaurants have to meet the needs of the disabled?" [CS1, CS3, T1, R1, R2, W1,W2, W3, W4, W5]
- Lead a class discussion on effective and ineffective communication. Discuss how customer satisfaction directly affects a restaurant's business. [CS1, CS5, T1]
- Have students create a rubric or grade sheet to be used at meal functions to grade students who are servers. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W3, W4, W5]

Suggested Assessment Strategies

- Evaluate group activities using the Group Work Assessment Rubric.
- Grade standards for accuracy and completeness.
- Grade the rubric for accuracy and completeness.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Demonstrate excellent interpersonal skills. (DOK 2) [1PS0, 1PS1, 1PS2, 1PS3]

Suggested Objectives

a. Exhibit a positive attitude. (DOK 1)
b. Practice teamwork. (DOK 2)
c. Demonstrate effective verbal and nonverbal communication skills. (DOK 2)
d. Apply conflict resolution skills to real-life situations. (DOK 3)

Suggested Teaching Strategies

- Lead a discussion on the importance of a positive attitude, teamwork, effective communication skills, and conflict resolution skills. [CS1, CS3, T1]
- To demonstrate the importance of a positive attitude, teamwork, communication skills, and problem-solving skills, have the students participate in the hula hoop game. Have students make a circle and hold hands. Start the game by having the students pass the hula hoop from one side of their body to the other side. Have the student next to the teacher do the same and each student repeat until every student has gone through the hula hoop. Be sure no one disconnects hands. Then, have two students go through the hula hoop at one time until all have completed the activity. Three is possible and really stresses problem solving. (Some students will take the hoop over their heads while others step into it.) [CS1, CS3, T1]

Suggested Assessment Strategies

- Monitor for participation in discussions and activities.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Monitor students using the Workplace Skills Checklist.

Competency 3: Analyze supervisory skills related to human resource management. (DOK 3) [1PS0, 1PS8, SS12]

Suggested Objectives

a. Explain how stereotypes and prejudices can negatively affect how people work together. (DOK 1)
b. List and demonstrate effective legal interviewing skills. (DOK 2)
c. Discuss the importance of having new employee orientation. (DOK 1)
d. Describe common elements of orientation programs. (DOK 2)
e. Analyze the most effective training technique for different purposes to include on-the-job training, role-playing, and/or group training. (DOK 3)
f. List and apply effective techniques used in performance evaluations. (DOK 3)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Lead a class discussion to identify and define stereotypes and how they affect people. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5,

E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5

- Divide students into groups, and provide each group with a case study in which stereotypes and prejudices affect work on the job. Have students analyze the case studies to identify the situations where stereotypes and prejudice exists. Have students rewrite the case studies so stereotypes and prejudices are not included. Have students discuss how workplace stress would be lower and job performance would increase. CS1, CS3, T1
- Have a manager from a local restaurant come to your class to interview students selected at random. After each interview example, have the manager express the strengths and weaknesses of each interview. CS1, CS2, CS3, CS4, CS5, T1
- Lead a discussion on the importance of job orientations. Include the types of information that should be covered in an orientation. CS1, CS5, T1
- Ask students to recall the information provided by the teacher during the first few days of the school year. Ask the students why this type of orientation was important and if it helped the students to understand the rules, policies, grading, and what was expected of them. Ask the students who work about their job orientation. Use these questions to stimulate a class discussion. CS1, T1
- Have students research and interview three people who have gone through job orientation. One interview must be with someone who works at a quick service restaurant. Have the students ask about the common orientation steps, how the size of the business affects the orientation, how the current employees make the new employees feel, who the new employee goes to with questions, how the employees receive feedback, and how training could be improved. Create a video or presentation to present to the class. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W3, W4, W5
- Pose the following scenario to the students, and ask for input and class discussion: The manager asked Nichole to be in charge of training new employees on the deep fat fryers and the work required in that station. When the new employee Rhonda reported for work, Nichole told the manager that no one took time and showed her how to operate the fryers; she had to learn on her own. If you were Nichole's manager, what would you say to her? If you were Rhonda, how would you feel? Did the manager overstep? What were the communication and training problems here? CS1, CS5, T1
- Discuss the importance of performance evaluation in the job setting. CS1, CS5, T1
- Provide a performance evaluation for the class to review. Have the class discuss the statements on the evaluation and the rating scale. Ask the students if they would make any changes in the instrument, and have them justify those changes. CS1, CS5, T1, R1, R2
- Provide students with a sample Employee Orientation Packet. Have students evaluate it with a student created rubric or checklist. CS1, CS5, T1, R1, R2

Suggested Assessment Strategies

- Evaluate the case study activity using the Case Study Assessment Rubric.
- Evaluate the interview questions for accuracy.
- Evaluate the mock interviews using the Interview Assessment Rubric.
- Evaluate the rap, song, poem, and so forth for creativity and accuracy.
- Evaluate for participation in group discussion using the Group Work Assessment Rubric.
- Evaluate the interviews and the paper using the Written Report Assessment Rubric and/or Interview Assessment Rubric.
- Monitor the class discussion on the question posed in the scenario.
- Assess students' knowledge through a summative assessment using computer response system and/or Blackboard.

- Give a unit test using Blackboard.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist.

Suggested Rubrics and Checklists

Business Letter Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information and very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing	Most elements missing or out of place	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task and always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Interview Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dresses appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.
	4	Journal reflecting on unit 4.

Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact and seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Workplace Skills Weekly Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Behavior Skill	Never	Rarely	Most of the Time	Always
On Time and Prepared				
1. Arrives to class on time				
2. Brings necessary materials				
3. Completes homework				
Respects Peers				
1. Respects others' property				
2. Listens to peers				
3. Responds appropriately to peers				
4. Respects others' opinions				
5. Refrains from abusive language				
Respects Teachers/Staff				
1. Follows directions				
2. Listens to teacher and staff				
3. Accepts responsibility for actions				
Demonstrates Appropriate Character Traits				
1. Demonstrates positive character traits (kindness, trustworthy, and honesty)				
2. Demonstrates productive character traits (patient, thorough, and hardworking)				
3. Demonstrates a level of concern for others				
Demonstrates a Level of Concern for Learning				
1. Remains on task				
2. Allows others to remain on task				

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

1PS0 Introduction: Preparing for a Successful Career
1PS1 Successful Customer Relations
1PS2 Preparing and Serving Safe Food
1PS3 Preventing Accidents and Injuries
1PS8 Working with People
SS9 The Flow of Food: Service
SS12 Food Safety Regulation and Standards

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

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Woods, R. H. (2002). *Managing hospitality human resources*. Lansing, MI: Educational Institute of the American Hotel and Lodging Association.

For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Discuss and relate the importance of food safety to society. (DOK 2) [1PS2, 1PS3, SS1, SS2, SS3, SS4, SS5]

Suggested Objectives

a. List reasons why it is important to keep food safe. (DOK 1)
b. Describe good personal hygiene and how it affects food safety. (DOK 1)
c. List the steps to proper hand washing. (DOK 2)
d. Give examples of potentially hazardous foods. (DOK 2)
e. Categorize and describe the microorganisms that cause foodborne illness. (DOK 2)
f. Identify and list ways biological, chemical, and physical hazards can contaminate food. (DOK 2)
g. Identify the eight most common allergens, associated symptoms, and methods of prevention. (DOK 2)
h. Distinguish between situations in which contamination and cross-contamination can occur. (DOK 2)
i. List the conditions under which bacteria can multiply rapidly, and use the letters FAT-TOM. (DOK 2)
j. Explain how time and temperature guidelines can reduce the growth of microorganisms. (DOK 2)
k. Define the food temperature danger zone, and list temperatures that fall within that zone. (DOK 2)
l. Differentiate between different types of thermometers, and demonstrate how to use them. (DOK 2)

Suggested Teaching Strategies

- Lead a discussion about the importance of food safety. [CS1, T1, R1]
- Have students brainstorm current events that have resulted in tragedy or loss from accidents involving food safety (i.e., The Jack in the Box foodborne illness outbreak that resulted in deaths). Ask the students to identify the legally responsible parties. [CS1, CS3, CS5, T1]
- Define and describe a foodborne illness outbreak. Use a PowerPoint presentation to show the students the many ways foodborne illness outbreaks can hurt restaurants. Lead a discussion on the factors that account for the risk of foodborne illness in the industry to include new foodborne pathogens, importation of food, changes in the composition of food, increases in the sales of take-out food, increasing numbers of high risk individuals (infants, pregnant women, elderly people, people taking certain medications, and ill people), and employee turnover rates. Assign each student a type of foodborne illness. Have students research and write a two- to three-page paper, a brochure, or a newsletter on the illness. Have them include how illness occurs, the timeline for the illness, signs and symptoms of the illness, who is most at risk, and the proper emergency procedures to follow. [CS1, CS2, CS3, CS4,CS5, T1, T2, T3, T4, T5, T6, R1, R2, W5, S1]
- Lead a discussion on good personal hygiene. Ask students to identify the single most important thing that can be done to prevent the spread of foodborne illness. Demonstrate proper hand washing techniques. Have each student demonstrate proper hand washing procedures. [CS1, CS4, CS5, T1]

- Have students make posters, brochures, or PowerPoint illustrating good personal hygiene versus poor personal hygiene. CS1, T4, R1, R2, W1,W2, W3, W4, W5
- Define potentially hazardous foods as foods high in protein and moisture such as milk and milk products, shell eggs, meats, fish, poultry, shellfish, baked potatoes, cooked rice or beans, tofu, garlic and oil mixtures, sliced melons, sprouts, and textured soy proteins. Show a PowerPoint presentation on the causes of foodborne illness. CS1, T1, R1, R2, W5, S1
- Have students illustrate potentially hazardous foods by creating a potentially hazardous foods poster, brochure, or PowerPoint. Have them list the reasons these foods must be handled with care. CS1, CS5, T1, R1, W5, S1
- Lead a discussion to identify and describe bacteria, viruses, parasites, and fungi that can cause foodborne illness. CS1, T1, R1, R2, W5, S1
- Have each student create a chart to categorize bacteria, viruses, parasites, and fungi. Have the student identify the name of the bacteria, virus, parasite, or fungi; the source; the potential carrier; when symptoms appear; how long symptoms last; and prevention. Include salmonella infection, shigellosis infection, staphylococcal intoxication, clostridium perfringens toxin-mediated infection, bacillus cereus intoxication, botulism intoxication, hepatitis A, norovirus, gastroenteritis, rotavirus gastroenteritis, trichinosis, giardiasis, molds, and yeasts. CS1, CS5, T1, R1, R2,W5, S1, S2
- Define biological toxins to include ciguatera toxin and scombroid poisoning from fish. CS1, T1, R1, W5
- Have students research the source of contamination, the associated food, and preventative measures, and then have them write a short paragraph about their findings. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W4, W5
- Examine the classroom and school facilities, and list all potential sources of contamination for food prepared in the classroom or school. (This is good if you have a self-service line in the cafeteria.) For each source identified, list a possible method of protection from food contamination. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W4, W5
- Lead a discussion about common allergens. Have students participate in the discussion by brainstorming to identify common allergens. CS1, CS5, T1, S1
- In small groups, have students research one allergen, its symptoms, and methods of prevention. Have the group present its research findings to the class. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W3, W4, W5
- Discuss the conditions under which bacteria multiply rapidly. Identify, define, and illustrate the acronym FAT-TOM. CS1, T1, R1, R2, W1,W2, W3, W4, W5
- Demonstrate the correct procedures for measuring and recording food temperatures. CS1, T1
- Have students practice and then demonstrate measuring food temperatures properly and recording temperatures on a time and temperature log. CS1, T1, M1

Suggested Assessment Strategies

- Monitor for participation in class discussions.
- Evaluate the paper using the Written Report Assessment Rubric.
- Evaluate the hand washing activity for accuracy and correct procedures.
- Evaluate the personal hygiene poster using the Poster Assessment Rubric.
- Evaluate the demonstration on proper hand washing procedures using the Hand Washing Checklist.
- Evaluate the hand washing policy for accuracy, grammar, spelling, and so forth.
- Evaluate the potentially hazardous foods poster using the Poster Assessment Rubric.
- Evaluate the chart of bacteria, viruses, parasites, and fungi for accuracy of content.

- Evaluate the written paragraph on food contamination using the Written Report Assessment Rubric.
- Monitor for participation in the class discussion on allergens.
- Evaluate the presentation on allergens using the Presentation Assessment Rubric.
- Evaluate each student for accuracy in measuring and recording food temperatures using the Measuring Food Temperatures Checklist.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Explain the importance of establishing a food safety system. (DOK 2) [1PS2, 1PS3, SS10]

Suggested Objectives

a. List the seven major steps in a Hazard Analysis Critical Control Points (HACCP) system and the four steps to Active Managerial Control focusing on controlling the CDC's five most common risk factors. (DOK 2)
b. Analyze a recipe, and rewrite it to meet HACCP guidelines. (DOK 3)

Suggested Teaching Strategies

- Use a PowerPoint presentation to identify and discuss the steps in HACCP. [CS1, T1, R1, R2]
- Discuss the HACCP system, its development, and why it is important then provide an analysis of the flow of food through a foodservice operation (purchasing, receiving, storing, preparation, cooking, holding, cooling and storing, reheating, and serving). Use the following questions to identify potentially hazardous points in the flow: What are the potentially hazardous foods? At which points could they control the contamination, survival, and growth of disease-causing microorganisms? Do workers practice proper hygiene procedures? Is food being prepared in ways that might increase the risk of contamination? Are proper temperatures for storing, cooking, holding, cooling, and reheating being adhered to and recorded? Are some customers at an increased risk of foodborne illness (i.e., children, older people, or ill people)? Are the suppliers reputable? Is the recipe so complicated that it is hard to monitor all the steps needed to serve it safely? Are the employees properly trained and/or equipped to do their job well? [CS1, CS5, T1, R1, R2, S1]
- Divide students into pairs, and have them practice memorizing and listing the steps in HACCP. [CS1, T1]
- Have each student recite the steps of HACCP. [CS1, T1]
- Provide students with case studies involving foodborne illness. In groups, have students identify where food safety hazards might have occurred in the flow of food through an operation. Have them pinpoint biological, chemical, and/or physical hazards that could have contaminated a recipe. [CS1, CS2, CS3, CS4, CS5, T1, R1, S1]
- Ask students to pick one of their favorite recipes from a magazine or the recipe card file. As a class, identify potentially hazardous foods in the recipe, the critical control points in the recipe, and potential hazards in the recipe. Have students suggest critical control points and draft the HACCP version of the recipe. [CS1, CS3, CS5, T1, R1, R2, W1,W2, W4, W5]
- Have students draw a flowchart for a particular recipe. The flowchart should concentrate on the potentially hazardous foods in the recipe and identify where hazards exist in each step in the flow of food. This activity could be an integration activity with the BCT class if students want to design their flowchart using Microsoft Word, Excel, or PowerPoint. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6,

R1, R2, W5, S1

- Have students add critical control points to their flowcharts. The critical control points can then be analyzed to see what procedures need to be in place to keep the food safe. Procedures should be very specific, clear, and measurable (time, temperature, etc.). As many requirements as possible should be included in their recipe flowcharts. CS1, CS, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, S1
- Lead a discussion on how students will monitor their critical control points. One example may be to measure the product's temperature with a clean, sanitized thermometer and record times when the temperatures are taken. Then, if corrective action is necessary, the students should add this to their flowcharts.
  Example:
  - **Requirement**: Hold baked chicken breast at 140 ºF or higher until served. Do not hold longer than 2 hours.
  - **Corrective action:** If it has been held for more than 2 hours, discard. If it has been held for less than 2 hours and temperature falls below 140 ºF, reheat it to 165 ºF or higher for at least 15 seconds. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2, W1,W2, W3, W4, W5
- Have students develop a record-keeping system to monitor time and temperature in the lab. Use student-made HACCP system flowcharts and recipes, if available. CS1, CS2, CS3, CS4, CS5, T1, T4, T6, M1, R2, S1, W5
- Verify that the system is working by having the kitchen manager observe other workers, and check log books regularly to make certain that everyone is following proper food safety procedures. CS1, CS4, CS5, T1
- Have students use the http://www.cdc.gov Web site to develop policies and procedures to address reducing the occurrence of foodborne illness risk factors. CS1, CS5, T1, T3, T4

Suggested Assessment Strategies

- Monitor for participation in classroom discussions and activities.
- Evaluate each student's recital of the steps of HACCP by using the Steps of HACCP Checklist.
- Evaluate the results of each case study using the Case Study Assessment Rubric.
- Evaluate the HACCP version of the recipe for accuracy and effectiveness of HACCP.
- Evaluate the flowchart for accuracy and effectiveness of HACCP.
- Evaluate the record-keeping system for accuracy, completeness, and the effectiveness of HACCP.
- Monitor the kitchen manager for accuracy and completeness of log books.
- Evaluate the Active Managerial Control policies and procedures for accuracy and effectiveness.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Analyze the flow of food through a foodservice establishment. (DOK 2) 1PS2, SS5, SS6, SS7, SS8, SS9, B2

Suggested Objectives

a. Compare different types of storage areas found in a foodservice operation. (DOK 2)
b. Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment. (DOK 2)

Suggested Teaching Strategies

- Lead a discussion on each step in the flow of food and places where various risks for contamination occur. Show a PowerPoint presentation on the flow of food. Utilize information from the National Restaurant Association's National Food Safety Education Month Web site. [CS1, T1, R1]
- Review the proper procedure for taking temperatures. Have students draw a thermometer to illustrate time and temperature guidelines for cooling food properly. [CS1, CS5, T1, S1]
- As a class, create a checklist for food safety at home. List the important guidelines that should be followed at each step in the flow of food, from the grocery store to the table. Review that the flow of food includes receiving (grocery shopping), storage, preparation, cooking, holding, cooling, reheating, and serving. Have students take the checklist home, record procedures they observe, and discuss the following questions using the Blackboard discussion board. [CS1, CS5, T1, R1,W5,S1]
    - What procedures are they most concerned with?
    - What suggestions for improvement can be made by the students?
    - Enhance the activity by running the survey in the school paper or newsletter to help educate other students about food safety.

Suggested Assessment Strategies

- Monitor for participation in all class discussions.
- Evaluate the floor plan for accuracy, completeness, and identification of HACCP.
- Monitor for participation in role-play activity. Evaluate for correctness by using the Proper Serving Techniques Checklist.
- Evaluate the use of proper cooling procedures by using the Checklist for Proper Cooling.
- Evaluate the thermometer chart for accuracy in the illustration of time and temperature guidelines for cooling foods.
- Evaluate the checklist for food safety created by the students.
- Monitor for participation in the survey activity and the class discussion.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 4: Maintain a clean and sanitary kitchen. (DOK 1) [1PS2, SS1, SS11]

Suggested Objectives

a. Define the difference between clean and sanitary. (DOK 1)
b. Demonstrate procedures for cleaning and sanitizing tools and equipment. (DOK 2)

Suggested Teaching Strategies

- Lead a discussion on the proper procedures for cleaning and sanitizing the kitchen. Present a PowerPoint presentation on clean and sanitary kitchens. Utilize information from the National Restaurant Association's National Food Safety Education Month Web site. Make students aware that a master cleaning schedule includes the four following things: [CS1, T1, R1]
    - What needs to be cleaned?
    - Who is to clean it?
    - How is it to be cleaned?

    - How often is it to be cleaned?
- Working in groups, have students develop a master cleaning schedule for the lab. Have the students present the master cleaning schedule they created to the class and explain the process they used to create it. Have the class as a whole take each group's schedule and make one schedule to be used in the lab. [CS1, CS5, T1, T2, T4, T6, W5]
- Discuss the proper cleaning and sanitizing procedures for all equipment in the kitchen. [CS1, CS4, CS5, T1]
- Discuss the role of the Mississippi Department of Health's sanitation inspection and the current laws regarding proper sanitation. Invite the local sanitarian to speak to the class about the rules and regulations. Provide each student with a copy of the health inspection form used in Mississippi. Have each student conduct a mock health inspection of the lab and report his or her findings to the class. [CS1, CS2, CS5, T1, R1, R2, S1, S2]
- Based on the solution used in the lab, discuss and demonstrate how sanitizing solutions can be used in a foodservice establishment. Discuss the proportions of solution to water that should be used. Using the solutions in the lab, have students practice preparing sanitizing solutions. [CS1, T1, S1, S2]
- Discuss ServSafe certification and the state requirements as related to foodservice establishments. Review all ServSafe material to prepare students for the exam. Provide students with practice ServSafe exams. Invite a ServSafe certified instructor to visit the class to review students for the exam. Encourage students to take the ServSafe certification exam. [CS1, CS5, T1]

Suggested Assessment Strategies

- Evaluate the master cleaning schedule for accuracy and completeness.
- Evaluate each student's performance when manually cleaning and sanitizing equipment by using the Manually Cleaning and Sanitizing Equipment Checklist.
- Evaluate the poster on pest control by using the Presentation Assessment Rubric.
- Monitor for participation in the mock health inspection activity.
- Evaluate each student for accuracy when using sanitizing solutions available in the lab.
- Provide a grade on the sample ServSafe test.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist.

Suggested Rubrics and Checklists

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist–Year 1

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.
	4	Journal reflecting on unit 4.

Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Hand Washing Proficiency Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. The student used hot water.

_____2. The student moistened his or her hands with water and then applied soap.

_____3. The student washed closely around the fingernails.

_____4. The student rubbed his or her hands together for at least 20 seconds.

_____5. The student rinsed his or her hands thoroughly.

_____6. The student dried his or her hands properly.

Manually Cleaning and Sanitizing Equipment Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. The student cleaned and sanitized sinks and work surfaces.

_____2. The student scraped and presoaked items and then sorted them.

_____3. The student filled the first sink with water between 110° and 120°F and added the proper detergent solution.

_____4. The student prepared the second sink for rinse by filling it with potable water between 110° and 120 °F.

_____5. The student prepared the third sink for sanitizing by adding the proper ratio of sanitizing solution or hot water at a minimum of 171 °F.

_____6. The student cleaned and sanitized the equipment by washing it in the first sink, rinsing it in the second sink, and sanitizing it in the third sink for 30 seconds.

_____7. The student allowed the equipment to air dry.

Measuring Food Temperatures Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. The student inserts the thermometer correctly and in the right location.

_____2. The student waits for the needle or readout to stop.

_____3. After the needle or readout stops, the student waits for 15 seconds to take the reading.

_____4. The student correctly records the temperature in the temperature log.

_____5. The student correctly cleans and sanitizes the thermometer.

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Proper Cooling Procedures Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. The student divided the food into smaller amounts.

_____2. The student cut large pieces of meat into smaller pieces.

_____3. The student used a chilled pan.

_____4. The student poured thicker foods into the pan to a depth of 2 inches or less.

_____5. The student poured thinner foods into the pan to a depth of 3 inches or less.

_____6. The student used an ice bath to cool batches of food.

_____7. The student stirred the food regularly.

_____8. The student placed pans of food into a quick-chill unit for quick cooling.

Proper Serving Techniques Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. The student held plates by the bottom or edges.

_____2. The student grasped cups by the bottoms or the handles.

_____3. The student did not stack cups and saucers on top of each other.

_____4. The student carried silverware by the handles.

_____5. The student scooped ice with the correct utensil.

_____6. The student did not reuse food that had already been served to customers.

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Steps of HACCP Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. Assess hazards.

_____2. Identify critical control points.

_____3. Set up procedures for critical control points.

_____4. Monitor critical control points.

_____5. Take corrective action.

_____6. Set up a record-keeping system.

_____7. Verify that the system is working.

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

R1 Main Ideas and Author's Approach
R2 Supporting Details
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

1PS2 Preparing and Serving Safe Food
1PS3 Preventing Accidents and Injuries
SS1 Providing Safe Food
SS2 The Microworld
SS3 Contamination, Food Allergens, and Foodborne Illness
SS4 The Safe Foodhandler
SS10 Food Safety Systems
SS11 Sanitary Facilities and Pest Management

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

Department of Health and Human Services. (n.d.). *Centers for disease control and prevention*. Retrieved December 17, 2007, from http://www.cdc.gov

Department of Health and Human Services. (2005). *Center for food safety and applied nutrition*. Retrieved December 17, 2007, from http://vm.cfsan.fda.gov/list.html

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International Food Safety Council Foundation. (n.d.). Retrieved November 28, 2007, from http://www.ific.org/

Marchiony, A. (2004). *Food-safe kitchens*. Upper Saddle River, NJ: Pearson/Prentice Hall.

McSwane, D., Rue, N., Linton, R., & Williams, A. G. (2004). *Food safety fundamentals*. Upper Saddle River, NJ: Pearson/Prentice Hall.

National Restaurant Association Educational Foundation. (2005). *Becoming a foodservice professional—Year 1*. Chicago, IL: National Restaurant Association.

National Restaurant Association Educational Foundation. (2005). *Becoming a foodservice professional—Year 1 teacher toolkit*. Chicago, IL: National Restaurant Association.

National Restaurant Association Educational Foundation. (2007). *ServSafe course book*. Chicago, IL: National Restaurant Association.

National Restaurant Association Educational Foundation. (2007). *ServSafe essentials*. Chicago, IL: National Restaurant Association.

The University of Mississippi. (2006). *National food service management institute*. Retrieved December 15, 2007, from http://www.nfsmi.org/

For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Implement safe work habits to prevent injuries (ongoing). (DOK 2) [1PS3, SS3, ALG1-4]

Suggested Objectives

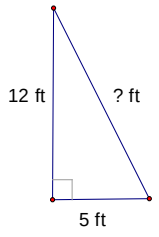
a. Discuss OSHA (Occupational Safety and Health Administration) and why it is important. (DOK 1)
b. Describe the Hazard Communication Standard requirements for employers. (DOK 1)
c. Identify the location and purpose of Material Safety Data Sheets. (DOK 1)
d. Identify electrical hazards that contribute to accidental fires and shocks. (DOK 1)
e. Classify different types of fires and fire extinguishers to include automatic sprinklers and hood systems. (DOK 1)
f. Describe the ways to prevent both fire and chemical burns. (DOK 1)
g. List hazards that contribute to injury due to slips, trips, or falls. (DOK 1)
h. Outline proper procedures for cleaning spills on floors. (DOK 1)
i. Demonstrate the proper use of ladders. (DOK 1)
j. Demonstrate proper lifting and carrying procedures to avoid injury. (DOK 2)
k. Demonstrate correct and safe use of knives including handling, walking, passing, washing, and storing. (DOK 2)
l. Identify other hazards that can cause cuts. (DOK 1)
m. List ways to use protective clothing and equipment to prevent injuries. (DOK 1)

Suggested Teaching Strategies

- Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1,W2, W3, W4, W5]
- Discuss the role of the Occupational Safety and Health Administration (OSHA) and why it is important to the foodservice industry. [CS1, T1, R1]
- Divide students into groups, and have them tour the lab in search of OSHA safety violations. Bring the groups back together, and have each group list the problems found and discuss how to correct the problems. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students search the Internet and use the writing process to write/type a report, develop brochures, or design newsletters to identify the role of OSHA and describe requirements as related to foodservice. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, R1, R2, W1,W2, W3, W4, W5]
- Discuss and describe the Hazard Communications Standard Requirements and why these requirements are important to foodservice. [CS1, CS4, T1, R1, R2,W5]
- Have students write a paragraph to describe how the Hazard Communications Standard Requirements will affect them in a culinary career. [CS1, CS4, T1, R1, R2, W1,W2, W3, W4, W5]
- Identify, describe, and discuss Material Safety Data Sheets (MSDS) and why these sheets are important in foodservice. [CS1, T1, R1, R2]
- Provide students with copies of the MSDS in the lab, and have them locate the product described. [CS1, T1]
- Provide students with a blank MSDS to fill out on a household product to become familiar with

different sections of MSDS. CS1, CS4, T1, W5

- Identify and discuss electrical hazards found in a foodservice establishment. Discuss electrical shock, how to avoid it, and what to do if it occurs. CS1, CS4, T1, R1, R2, W5
- Have a resource speaker from the fire department visit the classroom to discuss the different types of fires and explain the different types of fire extinguishers to include automatic sprinkler and hood systems. Have students prepare questions related to common mistakes that can lead to fires prior to the scheduled day of the resource speaker. Have students practice using a fire extinguisher. CS1, CS4, T1, W5
- Have a resource speaker (school nurse, EMT, etc.) speak to students about how to prevent fire and chemical burns. Include how to identify burns by degree and first aid procedures. CS1, CS4, T1
- Review with students the school policies regarding injury. Identify and demonstrate through lecture, video, resource speakers, and other means treatment of minor injuries to include burns, cuts, falls, strains, and choking. CS1, CS4, T1, R1
- Discuss and demonstrate cleaning spills on floors. Have students demonstrate and practice cleaning spills on floors throughout the course. CS1, CS4, T1, R1
- Discuss and demonstrate correct ladder safety. Have students demonstrate and practice correct ladder safety throughout the course. CS1, CS4, T1
- Discuss and demonstrate proper procedures for lifting and carrying heavy loads. CS1, CS4, T1
- Have students demonstrate and practice proper procedures for lifting and carrying heavy loads throughout the course. CS1, CS4, T1
- Discuss and demonstrate the rules for safe knife use. CS1, CS4, T1
- Role-play the improper use of knives; ask students to explain what you are doing wrong and what should be done. CS1, CS2, CS3, CS4, CS5, E1, E2, E3, E4, E6
- Have students demonstrate and practice correct use of knives throughout the course. CS1, CS4, T1
- Have students discuss hazards that cause cuts. Have students inspect the culinary laboratory for potential hazards that can cause cuts. Divide students into groups, and have each group develop a checklist for preventing cuts in the kitchen using desktop publishing software. Display each list in the classroom. CS1, CS4, T1, T4, T6, W5
- Lead a discussion of ways to use protective clothing and equipment to prevent injuries. CS1, CS4, T1
- Have students solve for the missing side of a right triangle using the Pythagorean theorem. For example, a chef needs a ladder to reach the top of a storage cabinet that is 12 feet high. The ladder will safely rest on the ground 5 feet from the bottom of the building. How long should the worker let out the ladder? Have the students work in groups to figure out this problem.



Bring in a math teacher, and team teach this lesson. CS1, CS2, CS3, CS4, CS5, M1, M2,M3

Suggested Assessment Strategies

- Evaluate the written report on OSHA and Hazard Communications Standard Requirements using the Written Report Assessment Rubric.
- Monitor for participation in the MSDS search.
- Evaluate the case study activity using the Case Study Assessment Rubric.
- Evaluate each student for accuracy in the use of a fire extinguisher using the Fire Extinguisher

Checklist.
- Evaluate the safety picture activity for accuracy and completeness.
- Evaluate each student for the use of correct procedures when cleaning spills, climbing a ladder, lifting and carrying heavy objects, and using knives safely using the Spills, Ladder, Lifting, Carrying, and Knives Checklist.
- Evaluate the knife handling role-play with the rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Evaluate the checklist for preventing cuts in the kitchen for accuracy and completeness.

Competency 2: Explain emergency techniques and procedures. (DOK 1) [1PS3, SS10]

Suggested Objectives

a. Outline proper actions to take in the event of a fire. (DOK 1)
b. Describe basic first aid concepts and procedures for choking, cuts, burns, falls, strains, electrical shocks, and heart attacks. (DOK 1)
c. Explain the importance of completing standard reports for accidents or illnesses. (DOK 1)
d. Describe procedures to manage robberies, natural disasters, food security, and vandalism. (DOK 2)

Suggested Teaching Strategies

- Discuss and demonstrate appropriate actions to take in the event of a fire in the lab. Have students locate fire extinguishers and identify evacuation routes. Have students divide into groups to design checklists to use in case of a fire. (This checklist should include evacuate the building, turn off the gas, call the fire department, cut off the air supply, remain calm, etc.) Display the checklists in the classroom. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, W5]
- Invite a resource speaker (nurse, EMT, etc.) to explain and demonstrate basic first aid procedures including how to handle choking, cuts, burns, falls, strains, electrical shocks, and heart attacks. [CS1, CS5, T1]
- Have students complete accident reports for the role-play performed for the class. [CS1, CS5, T1, W5]
- Given a specific event (robbery, natural disaster, vandalism, etc.), have students discuss in small groups appropriate methods of managing the emergency. Have each group report to the class using a PowerPoint presentation, song, poem, or poster. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T6, R1, R2, W1,W2, W3, W4, W5]
- Have students handle emergencies appropriately throughout the course.
- Discuss food safety and security in reference to bioterrorism. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]

Suggested Assessment Strategies

- Monitor for participation in the fire extinguisher and evacuation routes activity.
- Evaluate the fire checklist for completeness and accuracy.
- Evaluate the role-play activity using the Role-Play and Skit Assessment Rubric.
- Evaluate the accident reports for accuracy and completeness.
- Assess students' knowledge through a summative assessment using a computer response

system and/or Blackboard.
- Give a unit test using Blackboard assessment tools.

Competency 3: Analyze the correct use of hand tools. (DOK 2) [1PS4, 1PS5, SS3, SS4, SS5]

Suggested Objectives

a. Identify basic kitchen hand tools. (DOK 1)
b. Demonstrate proper cleaning, sanitizing, and maintenance of hand tools. (DOK 2)
c. Demonstrate measuring and portioning hand tools. (DOK 2)
d. Identify, use, and analyze the appropriate types and sizes of pots and pans. (DOK 2)

Suggested Teaching Strategies

- Identify and discuss the uses of each kitchen hand tool. Assemble kitchen hand tools, hold up each tool, identify it by name, and discuss its use. Have each student demonstrate the proper use of hand tools. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students play a game of "Name That Tool." Randomly hold up tools, and allow students to identify each tool. Provide a prize for the student who identifies the most tools accurately. Reverse the game by identifying a particular job to be completed, and have the students identify the tool to use to complete the job. [CS1, T1]
- Discuss and demonstrate the proper cleaning, sanitizing, and maintenance of hand tools. Assign each student a hand tool to clean, sanitize, and maintain. Have the student demonstrate to the class the correct procedures for that particular tool. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Identify, discuss, and demonstrate the use of measuring and portioning hand tools. Identify not only how to use the tool but how to measure correctly with the tool. Discuss the appropriate uses for each tool. Have students practice measuring with and using scoops, spoons, ladles, and so forth. [CS1, CS5, T1]
- Have students complete a walking tour of the kitchen, led by the instructor, to identify the types and sizes of pots and pans. During the tour, discuss the proper use and selection of pots and pans. Students will be expected to select the correct type and size of pans and use them correctly throughout the course. [CS1, CS5, T1]

Suggested Assessment Strategies

- Monitor for participation in the tool identification game. Provide a prize to the student who identifies the most tools correctly.
- Evaluate the demonstration of hand tools using the Hand Tool Assessment Checklist.
- Evaluate the tool cleaning, sanitizing, and maintenance activity using the Manually Cleaning and Sanitizing Equipment Checklist.
- Evaluate the demonstration of scoops, spoons, and ladles using the Hand Tool Assessment Checklist.
- Evaluate the demonstration of pots and pans using the Hand Tool Assessment Checklist.
- Throughout the year, monitor for accuracy as students select appropriate hand tools.
- Evaluate the equipment brochure using the Brochure Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 4: Develop standard operating procedures, and demonstrate the safe use and maintenance of large equipment. (DOK 2) [1PS4, 1PS5, SS11]

Suggested Objectives

a. Demonstrate how to cut and mix foods using standard kitchen equipment. (DOK 2)
b. Compare and contrast cooking foods using various types of steamers, broilers, grills, ranges, fryers, and ovens. (DOK 2)
c. Outline how to hold and serve food and beverages using equipment. (DOK 1)
d. Demonstrate proper assembly, dismantling, cleaning, sanitizing, and maintenance of foodservice equipment. (DOK 2)

Suggested Teaching Strategies

- To introduce the students to the various types of large equipment in the kitchen, have students list 10 pieces of equipment found in the culinary laboratory. Have them list three facts about each piece of equipment. Have them walk through the laboratory to find ideas as they complete this assignment. (Remember that this activity is an introduction to stimulate thinking. The facts may be very simple, such as "a refrigerator keeps food below the danger zone.") This will prompt thoughts and initiate interest. After completion of this activity, conduct a class discussion, and have the students share their information. Identify each piece of large equipment, discuss the purpose of each piece, and demonstrate the proper use. [CS1, CS5, T1]
- Assign each student a piece of large equipment. Have students work individually to prepare a written report and oral, multimedia presentation on the assigned piece of equipment (steamers, fryers, ovens, grills, ranges, mixers, etc.). The report should include operating instructions, examples of foods that can be prepared using the particular piece of equipment, proper cleaning, sanitizing, maintenance, and other related information. Students may use handouts, PowerPoint presentations, posters, or demonstrations to present their information to the class. [CS1, CS5, T1, R1, R2, W1,W2, W3, W4, W5]
- Students will be expected to assemble, dismantle, clean, sanitize, and maintain equipment throughout the course. [CS1, CS5, T1, T6]

Suggested Assessment Strategies

- Evaluate the reports and presentations on equipment using the Written Report Assessment Rubric and Presentation Assessment Rubric.
- Throughout the year, monitor students for accuracy in the assembly, dismantling, cleaning, sanitizing, maintenance, and proper use of foodservice equipment.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist.

Suggested Rubrics and Checklists

Brochure Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

CATEGORY	20	18	16	14	Score
Content - Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.	
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.	
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.	
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.	
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.	
				TOTAL	

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist–Year 1

STUDENT NAME:_____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.
	4	Journal reflecting on unit 4.

Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Fire Extinguisher Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. The student pulled the pin.

_____2. The student aimed at the base of the fire.

_____3. The student squeezed the trigger.

_____4. The student swept from side to side and stood 6 to 8 feet from the fire while spraying.

Hand Tool Assessment Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student demonstrated the correct use of the following tools:					
Measuring Utensils		**Hand Tools/Small Equipment**		**Pots and Pans**	
	Balance scales		Bench scraper		Bake pan
	Ladle		Can opener		Brazing pan
	Measuring cups		China cap		Cast iron skillet
	Measuring spoons		Colander		Double boiler
	Portion scale		Cook's fork		Hotel pan
	Scoops		Food mill		Roasting pan
	Volume measures		Grater		Sauce pot
			Offset spatula		Sauce pan
			Parissienne scoop		Sauté pan
			Pastry bag		Sheet pan
			Pastry brush		Stock pan
			Pie server		
			Pizza cutter		
			Rubber spatula		
			Sandwich spreader		
			Sieve		
			Skimmer		
			Spoons		
			Straight spatula		
			Strainer		
			Tongs		
			Wire whip		
			Zester		
			Knives		
			Sharpening stone		

Manually Cleaning and Sanitizing Equipment Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

_____1. The student cleaned and sanitized sinks and work surfaces.

_____2. The student scraped and presoaked items and then sorted them.

_____3. The student filled the first sink with water between 110° and 120 °F and added the proper detergent solution.

_____4. The student prepared the second sink for rinse by filling it with potable water between 110° and 120 °F.

_____5. The student prepared the third sink for sanitizing by adding the proper ratio of sanitizing solution or hot water at a minimum of 171 °F.

_____6. The student cleaned and sanitized the equipment by washing it in the first sink, rinsing it in the second sink, and sanitizing it in the third sink for 30 seconds.

_____7. The student allowed the equipment to air dry.

Role-Play or Skit Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Spills, Ladder, Lifting, Carrying, and Knives Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Spills

_____1. The student verbally warned customers and employees.

_____2. The student blocked the area and posted a caution sign.

_____3. The student cleaned the spill area.

_____4. The student left the sign in place until the area was cleaned.

_____5. The student directed people around the spill.

Ladder

_____1. The student identified a partner to help with ladder safety.

_____2. The student located the ladder away from overhead obstacles.

_____3. The student placed the ladder feet on a study, flat, and clean surface.

_____4. The student placed the ladder within easy reach of the items to be gathered.

_____5. The student placed the ladder away from electrical wiring, service, boxes, or other equipment.

_____6. The student locked the door near the ladder.

_____7. The student locked the folding bar of the ladder.

_____8. The partner held the ladder while the student tested it for balance.

_____9. The partner held the ladder while the student climbed.

Lifting and Carrying

_____1. The student checked his or her footing and the condition of the floor.

_____2. The student faced the load.

_____3. The student bent at the knees.

_____4. The student kept his or her back straight.

_____5. The student lifted with his or her legs.

_____6. The student set the load down using his or her leg muscles.

_____7. The student looked for hazards in the route.

_____8. The student used his or her whole hand to grip the load.

_____9. The student kept the load close to his body.

_____10. The student kept stomach muscles firm and his or her lower back tucked in.

_____11. The student moved his or her whole body and did not twist at the waist.

Knives

_____1. The student kept the knives sharpened.

_____2. The student never touched the blade of the knives.

_____3. The student only used the knives for their intended purposes.

_____4. The student placed a cloth under the cutting board to keep the board from slipping.

_____5. The student stopped cutting and placed the knife down on a flat surface when interrupted.

_____6. The student did not place the knives underwater to soak.

_____7. The student never tried to catch a falling knife.

_____8. The student carried the knife with the cutting edge pointed away from the body.

_____9. To pass the knife, the student placed it down on a clean and sanitized surface and let the other person pick it up by the handle.

_____10. The student stored the knives safely and properly.

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

MS Academic Standards

ALG1-1 Understand relationships between numbers and their properties, and perform operations fluently.
ALG1-2 Understand, represent, and analyze patterns, relations, and functions.
ALG1-3 Understand how algebra and geometric representations interconnect and build on one another.
ALG1-4 Demonstrate and apply various formulas in problem-solving situations.

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M3 Numbers: Concepts and Properties
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

1PS3 Preventing Accidents and Injuries
1PS4 Kitchen Basics
1PS5: Foodservice Equipment
SS3 Contamination, Food Allergens, and Foodborne Illness
SS4 The Safe Foodhandler
SS5 The Flow of Food: An Introduction
SS10 Food Safety Systems

SS11 Sanitary Facilities and Pest Management

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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Katsigris, C., & Thomas, C. (2006). *Design and equipment for restaurants and foodservice: A management view*. Hoboken, NJ: John Wiley and Sons.

Labensky, S., & Hause, A. (2003). *On cooking: A textbook of culinary fundamentals*. Upper Saddle River, NJ: Prentice Hall.

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National Restaurant Association. (2005). Retrieved December 15, 2007, from http://www.restaurant.org

Scriven, C., & Stevens, J. (1999). *Food equipment facts*. Weimar, TX: Culinary and Hospitality Industry.

United States Department of Agriculture. (2007). Retrieved December 18, 2007, from http://www.fns.usda.gov/fns/food_safety.htm

United States Department of Labor. (2005). *Occupational safety and health administration*. Retrieved December 20, 2007, from http://www.osha.gov/

For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Develop and demonstrate basic food preparation skills. (DOK 2) [1PS4, 1PS10, SS8, SGM4, PRA4, TTA2]

Suggested Objectives

a. Identify the components and functions of a standardized recipe. (DOK 1)
b. Recognize abbreviations. (DOK 1)
c. Weigh and measure ingredients with measuring devices by weight and volume. (DOK 2)
d. List the common equivalents of weights and measures. (DOK 2)
e. Convert a standardized recipe to increase and decrease yield. (DOK 2)
f. Use correct terminology for basic food preparation techniques. (DOK 2)
g. Apply mise en place through practice. (DOK 2)
h. Discuss different types of knives, and demonstrate basic cuts. (DOK 2)
i. Use common spices and herbs appropriately. (DOK 2)
j. Follow a standard recipe to produce a standard product. (DOK 2)

Suggested Teaching Strategies

- Define, discuss, and identify the components and functions of a standardized recipe. Define and identify abbreviations used in a standardized recipe. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Using an overhead or slide, provide an example of a good standardized recipe. Have students orally identify each component and explain its function. Provide each student a copy of a standardized recipe. Have students label each component of the recipe and explain the function of each. Components to be included are ingredients, yield, temperature, time, equipment, instructions, nutrition information, and abbreviations. Have students write the word for each abbreviation used in the recipe. [CS1, T1, R1, R2, W5]
- Discuss and demonstrate correct measuring techniques. Discuss and demonstrate calculating equivalent weights and measures. [CS1, T1, M1]
- Set up stations in the culinary laboratory, and require students to weigh and measure ingredients with dry, liquid, and solid measuring devices. [CS1, T1]
- Using a resource page, have students calculate equivalent weights and measures. [CS1, T1, M1]
- Explain and demonstrate the correct methods of increasing and decreasing yields of a standardized recipe. Using a standardized recipe, have students use appropriate formulas to increase and decrease the yields. Students should calculate equivalents for measurements when necessary. (For example, 24 ounces should be written as 1 pound and 8 ounces.) [CS1, T1, M1]
- Identify and discuss terminology used in basic food preparation. [CS1, T1, W5]
- Have students identify basic terminology for food preparation by preparing two-column notes, flash cards, and so forth. (Terms should include bake, beat, blend, boil, broil, chill, chop, cook, cube, cut-in, dice, dissolve, drain, fold, freeze, fry, heat, mince, mix, parboil, preheat, roast, scald, simmer, stir, and whip.) These terms should be demonstrated throughout the course through laboratory activities. [CS1, T1, W5]
- Define and demonstrate mise en place. Have students apply mise en place on a daily basis. [CS1, CS2, CS4,T1, W5]
- Identify and demonstrate various knives used in the kitchen. Knife cuts should include dicing,

slicing, julienne, cubing, chopping, paring, shredding, and grating. CS1, CS2, CS4, T1 W5

- Divide students into groups, and have them practice basic knife skills by demonstrating knife cuts using potatoes, carrots, or other inexpensive vegetables. CS1, CS2, CS3, CS4, T1
- Identify and discuss herbs and spices and their uses in food preparation. Provide examples of dried and fresh herbs and spices for students to see, smell, and/or taste. CS1, T1, W5
- Have the students participate in the "Name that Herb or Spice" game. See the Blackboard site for instructions on the game, year 1, unit 5 folder. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Divide students into small groups, and have them list herbs and spices and explain the use of each. Students should use herbs and spices appropriately throughout the year when preparing food. CS1, CS3, T1, W5
- Have students practice basic food preparation skills by preparing a simple recipe that incorporates as many of the above skills as possible. Have students continue to practice recipe use throughout the course. CS1, CS3, T1

Suggested Assessment Strategies

- Evaluate the standardized recipe using the Identification of Components of a Standardized Recipe Checklist.
- Evaluate the abbreviation activity for accuracy.
- Evaluate the weights and measurements activity using the Checklist for Weights and Measurements.
- Evaluate the weights and measurements equivalents worksheet for accuracy.
- Evaluate adjusting yields activity for mathematical accuracy.
- Evaluate the basic terminology activity for participation and accuracy.
- Evaluate the application of mise en place using the Mise En Place Checklist.
- Evaluate each student for the correct procedure and use of various knives and knife cuts using the Knife Cuts Checklist.
- Use a matching worksheet for students to match spices and herbs to their appropriate uses, and evaluate the worksheet for accuracy.
- Evaluate the skills used by each student in the lab using the Food Preparation Lab Assessment Rubric and the Prepared Food Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Develop and demonstrate basic food cooking methods. (DOK 2) 1PS4, 1PS5, 1PS6, SS8

Suggested Objectives

a. Demonstrate the dry heat cooking methods. (DOK 2)
b. Demonstrate the moist heat cooking methods. (DOK 2)
c. Demonstrate the combination cooking methods. (DOK 2)

Suggested Teaching Strategies

- Discuss and demonstrate the dry heat cooking methods to include those methods without fat and those with fat. The dry heat methods without fat include grilling, barbecuing, broiling, roasting, baking, and microwaving. The dry heat methods with fat include sautéing, pan-frying,

stir-frying, and deep-frying. [CS1, T1]

- Discuss and demonstrate moist heat cooking methods to include boiling, shallow poaching, poaching, simmering, blanching, and steaming. [CS1, T1]
- Discuss and demonstrate combination cooking methods to include braising and stewing. [CS1, T1]
- Complete an Internet search for one recipe that would roast vegetables (dry heat cooking technique) and one recipe that would steam vegetables (moist heat cooking technique). After these recipes have been approved by the teacher, prepare both recipes, and write a summary report of the two methods. Indicate which flavor is best, what types of entrees each recipe might be served with, and any advantages and disadvantages of each technique. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have the students prepare the recipes provided on Blackboard in the year 1, unit 5 folder or teacher-provided recipes to practice dry heat cooking methods. Use the appropriate techniques, equipment, and sanitation and safety procedures. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Prepare a chicken breast by three moist heat cooking methods, and compare for flavor, moistness, appearance, and convenience of preparation. Three methods could be baking, microwaving, and boiling. You and your students can select other methods. Use the Internet to find creative recipes, or use the recipes provided on Blackboard in the year 1, unit 5 folder. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Prepare the recipes provided on Blackboard in the year 1, unit 5 folder for combination cooking method or one provided by your teacher to compare flavor, moistness, appearance, and convenience of preparation.

Suggested Assessment Strategies

- Evaluate the skills used by each student in the lab using the Food Preparation Lab Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the Internet search and summary using the Written Report Rubric.
- Use the Food Preparation Rubric located at the end of the unit to evaluate students' performance on the various cooking method assignments.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test.

Competency 3: Discuss the components of a healthy diet. (DOK 1) [1PS6]

Suggested Objectives

a. Describe a healthy diet. (DOK 2)
b. Identify and discuss the role of nutrients to include carbohydrates, hormones, fiber, starch, and fat. (DOK 2)
c. Define and discuss cholesterol, and list the food in which it is found. (DOK 2)
d. Discuss the role of protein, water, vitamins, and minerals in a diet, and identify foods that contain these nutrients. (DOK 2)
e. Differentiate between complete and incomplete proteins. (DOK 1)
f. Interpret information on a food label. (DOK 2)
g. Identify and describe the Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid. (DOK 2)

h. Determine the role of supplements in the diet. (DOK 2)

Suggested Teaching Strategies

- Introduce the unit on nutrition by asking the class what types of foods active teenagers need to eat to maintain their health and not become obese. Describe and discuss the importance of a healthy diet. CS1, CS5, T1, R1, R2
- Have students complete a 24-hour food recall. Students should think back over the last 24 hours and make a list of every specific food consumed. Have students read the textbook to compare and analyze the list of foods they ate with the correct serving needed to maintain health. Ask a student to share his or her food recall, and have the class analyze to determine if it was healthy or not. CS1, CS5, T1, W5
- Identify and discuss the nutrients, their functions, the importance of fiber, and how fiber works to clear the digestive system. Include a discussion on cooking methods (steaming rather than boiling and baking rather than frying) that preserve nutrients and make recipes more healthful. CS1, CS5, T1
- Divide students into groups, and have each group research one of the following: bowel syndrome, diverticulitis, constipation prevention, inflammation of the intestine, high cholesterol, cholesterol lowering foods and medicine, and complete/incomplete proteins and the foods they represent. Have the groups make oral presentations to report their findings to the class. CS1, CS3, CS5, T1, T2, T3, T4, T6, R1, R2, W1,W2, W3, W4, W5, S1
- Have students read the textbook and list each nutrient and function. Out of poster board, have the students make the capital letters P, C, F, V, M, and W to indicate protein, carbohydrate, fat, vitamin, mineral, and water. Each letter should be drawn to indicate the functions performed in the body. For example, protein builds strong bodies. P for protein could be illustrated by drawing a hammer building a tiny person out of some material. F for fat could have plenty of padding to represent warmth and protection. CS1, CS5, T1, R1, W5, S1
- Discuss cholesterol in a diet, and identify foods high in cholesterol. Include a discussion of the effects of high cholesterol in the body on the heart. Discuss healthful substitutes for high fat recipes. CS1, CS5, T1, R1, S1
- Have students search digital cookbooks to identify recipes high in fat. Have students analyze the recipe and make suggestions for recipe modifications to lower the fat and make the dish healthy. CS1, CS5, T1, T3, T4, T6
- Divide the class into two teams. One team should prepare a recipe that contains foods with salt, sugar, butter, and so forth. The second team should prepare the same recipe with healthy alternatives such as seasonings and so forth. Have the teams sample each recipe for flavor and taste. CS1, CS5, T1
- Discuss and provide examples of complete and incomplete proteins. Identify them, and differentiate between their functions. Include a discussion on vegetarian diets. CS1, CS5, T1
- Divide the class into two teams for a race. Each team should have one recorder to write while the remaining team members race to see which team can name the most complete and incomplete proteins. CS1, CS3, T1
- Identify and discuss information found on food labels. Provide labels as examples, and discuss the major components. CS1, T1
- Have students bring in labels from their favorite foods and identify the parts of the labels. Have students analyze labels for the nutritional content. After analyzing the labels, the students should write a short paragraph about the nutritional value, the nutritive functions being met, and the identification of the food group from the Food Guide Pyramid. CS1, T1, T2, R1, R2, W1,W2, W3, W4,

W5

- Have students use desktop publishing software to design a poster/brochure that illustrates healthy snacks for teens. CS1, T1, T2, W5
- Discuss and identify the RDAs and the new Food Guide Pyramid. Compare the new Food Guide Pyramid to the old one. Illustrate and demonstrate how these tools can be used to plan a healthy menu. CS1, T1, T2, R1, R2
- Have students select a partner and go to the http://www.mypyramid.gov Web site and draw the Food Guide Pyramid indicating the correct number of servings needed to maintain health and at least four food examples from each category. CS1, CS2, T1, T2, T3, T5, T6
- Pose the following question to students: "Your best friend does not want to gain any weight before the prom; therefore, she stops drinking milk. She has not had any milk for five months and has not gained any weight. You are worried. What advice can you give her about her choices, and what would be a better choice?" Have students write a paragraph indicating their response and post the response to a Wiki on Blackboard. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Have the students create a wellness plan on http://www.mypyramid.gov. The students should use their wellness plans during the process of planning of food labs. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, R1, R2, R3, R4, R5,
- Have students create a brochure advertising the advantages, disadvantages, side effects, and so forth of a supplement that could be added to a diet. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5

Suggested Assessment Strategies

- Monitor for participation in the class discussions about the 24-hour food recall.
- Evaluate the group oral research reports using the Presentation Assessment Rubric.
- Evaluate the poster activity using the Poster Assessment Rubric.
- Evaluate the recipe analysis activity for accuracy.
- Have students evaluate the two dishes using the Prepared Food Assessment Rubric.
- Monitor for participation and accuracy in the race.
- Evaluate the written report on labels using the Written Report Assessment Rubric.
- Evaluate the poster activity using the Poster Assessment Rubric.
- Evaluate the Food Guide Pyramid activity for accuracy.
- Evaluate the written response paragraph using the Written Report Assessment Rubric.
- Assess the students using the student Brochure Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 4: Design and produce a well-balanced meal. (DOK 3) 1PS6, B2

Suggested Objectives

a. Use the Recommended Dietary Allowances and the Food Guide Pyramid to plan and produce a meal. (DOK 2)
b. Apply nutritional concepts to various ways of making recipes more healthful to include sodium and fat reduction, increased fiber intake, and more nutrients. (DOK 2)

Suggested Teaching Strategies

- Review and discuss moist, dry, and combination cooking methods. Review the equipment that is in the laboratory and which pieces reduce nutrient loss. Review and discuss the importance of spices, herbs, and alternatives for seasonings. CS1, CS5, T1
- Provide the classroom with a set of cookbooks. Guide the students through one recipe identifying and discussing the appropriate cooking methods that preserve nutrients. For recipes that are high in fat or cholesterol, have the students research and discuss ways to make each recipe more healthful. CS1, CS5, T1, T3
- Divide students into teams, and have each team develop a menu that is healthy using http://www.mypyramid.gov. Have students identify the recipes to be used for the menu. Have each team present its menus to the class. Allow the class to vote on the menu to be prepared. CS1, CS5, T1, T3
- Provide each team with a menu. Have the students apply nutritional concepts to evaluate the menu and write a paragraph to support their evaluation. CS1, CS5, T1, T3, R1, R2, W1,W2, W3, W4, W5
- Provide this scenario to the class: "You are concerned that members of your family are not making nutritious food selections. You want and need to explain why good nutrition is important and how they can make sure they are eating healthy whether at home or in a restaurant." Ask students to consider the scenario and provide responses. Allow the students to present their ideas to the class using PowerPoint. CS1, CS5, T1, T3, W1,W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate the recipe modification activity for accuracy.
- Evaluate the menus and recipes developed by the teams for accuracy according to the Food Guide Pyramid and the RDAs.
- Evaluate the written report of the menu analysis using the Written Report Assessment Rubric.
- Evaluate the oral response to the question posed for accuracy of content based on the Food Guide Pyramid and the RDAs.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test using assessment tools from the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist –

Suggested Rubrics and Checklists

Brochure Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

CATEGORY	20	18	16	14	Score
Content - Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.	
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.	
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.	
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.	
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.	
				TOTAL	

Culinary Electronic Portfolio Checklist–Year 1

STUDENT NAME:_____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.
	4	Journal reflecting on unit 4.

Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Food Preparation Lab Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exceptional 5 Points	Good 4 Points	Average 3 Points	Poor 2 Points	Needs Improvement 1 Point	Score
Planning	Exceptionally prepared, well planned and thought out, and very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, and most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					Total	

Comments:

Identification of Components of a Standardized Recipe Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student identified the following components:

_____Ingredients

_____Yield

_____Temperature

_____Time

_____Equipment

_____Instructions or directions

_____Nutrition information

_____Abbreviations

Knife Cuts Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student correctly performed the following knife cuts:

_____Batonnet

_____Brunoise

_____Coarse chop

_____Diagonal

_____Dice

_____Julienne

_____Mince

_____Slice

Mise En Place Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student performed the following correctly:

_____Assembled tools

_____Assembled ingredients

_____Washed, trimmed, cut, prepared, and measured ingredients correctly

_____Prepared equipment to include preheating the oven, lining the baking sheets, etc.

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Prepared Food Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Possible Points	Earned Points	Comments
Appropriate preparation techniques	25		
Presentation and creativity	10		
Serving temperature	10		
Taste, texture, and flavor	25		
Garnish	10		
Followed the recipe	20		
	TOTAL		

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Weights and Measures Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Dry Ingredients

_____1. The student correctly filled the dry measuring cup with the ingredient.

_____2. The student leveled the top of the dry measuring cup using the straight edge of a spatula.

_____3. The student poured the ingredient into the mixture and used a rubber scraper to make sure all the ingredient had been emptied out of the dry measuring cup.

Solid Ingredients

_____1. The student correctly filled the dry measuring cup with the ingredient.

_____2. The student packed the ingredient into the measuring cup, if needed.

_____3. The student leveled the top of the dry measuring cup using the straight edge of a spatula.

_____4. The student poured the ingredient into the mixture and used a rubber scraper to make sure all the ingredient had been emptied out of the dry measuring cup.

Liquid Ingredients

_____1. The student set the liquid measuring cup on a flat and level surface.

_____2. The student poured the liquid ingredient into the measuring cup.

_____3. The student checked the measurement for accuracy at eye level.

_____4. The student poured off excess liquid or added additional liquid as required to reach the exact measurement.

_____5. The student poured the liquid ingredient into the mixing container and used a scraper to empty the measuring cup.

_____6. The student used a measuring spoon correctly.

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

MS Academic Standards

SGM4 Apply appropriate techniques, tools, and formulas to determine measurements with a focus on real-world problems. Recognize that formulas in mathematics are generalized statements about rules, equations, principles, or other logical mathematical relationships.
PRA4 Understand measurable attributes of objects, and apply various formulas in problem-solving situations.
TTA2 Understand, represent, and analyze patterns, relations, and functions.

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts
1PS4 Kitchen Basics

1PS5 Foodservice Equipment
1PS6 Nutrition
1PS10 Business Math
SS8 The Flow of Food: Preparation

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Create and evaluate breakfast foods. (DOK 3) [1PS7, SS6, SS7, SS8, B2]

Suggested Objectives

a. Prepare and critique basic breakfast food items. (DOK 3)
b. Prepare and critique breakfast beverages. (DOK 3)

Suggested Teaching Strategies

- Demonstrate the preparation of breakfast foods. Include basic foods from the Food Guide Pyramid such as meat/protein items, cereal products, fruit, breads, and breakfast beverages. [CS1, T1]
- Discuss the proper procedures used to evaluate food products. Include how to correctly "taste" foods during evaluation. Create a Blackboard discussion forum or Wiki to evaluate the food product. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students plan a breakfast menu as a class. Divide the class into smaller groups to prepare each menu item. [CS1, CS3, T1, T2]
- Providing written evaluation forms, have students complete an evaluation of the foods prepared. Include the planning and preparation processes in the evaluation. [CS1, CS3, T1, T2]

Suggested Assessment Strategies

- Evaluate the prepared dishes using the Prepared Food Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Demonstrate preparation and handling of dairy products. (DOK 2) [1PS7, SS6, SS7, SS8, B2]

Suggested Objectives

a. Explain how to keep dairy products safe and sanitary. (DOK 2)
b. Differentiate between butter and margarine. (DOK 2)
c. Distinguish between several types of cheeses, and give examples of each. (DOK 2)

Suggested Teaching Strategies

- Discuss and demonstrate the correct procedures for keeping dairy products safe and sanitary. Include ServSafe safety and sanitation procedures for dairy products. [CS1, T1]
- Have students develop a chart of the flow of dairy products through the foodservice establishment from delivery to service. Have students indicate on the chart the critical points for keeping dairy products at the correct temperatures. Incorporate the Inspiration software. [CS1, CS5, T1, T6 W5, S1]
- Discuss the difference between butter and margarine to include fat content. Explain how to substitute margarine for butter in order to reduce the fat content of dishes. Create a Blackboard

discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5

- Divide the students into teams of two, and have each team select one simple recipe that requires butter. Have one student in the team prepare the recipe using butter, and have the other student prepare the same recipe using margarine. Have the students evaluate each dish and write an analysis of the two dishes. CS1, CS3, T1, T6
- Identify and discuss the different types of cheeses. Discuss how cheese is made, stored, and used and the fat content of each type of cheese. CS1, T1, R1, R2, R3
- Provide students with samples of various cheeses, and allow students to evaluate each. Have students write a paragraph describing the taste, texture, and appearance of each type of cheese. CS1, T1, T6, R1, R2, R3, W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate the chart of the flow of dairy products for accuracy and ServSafe requirements.
- Evaluate the written report on the butter and margarine activity using the Written Report Assessment Rubric.
- Evaluate the written report on the cheese tasting activity using the Written Report Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Construct and evaluate several types of sandwiches. (DOK 3) 1PS7, SS6, SS7, SS8

Suggested Objectives

a. Give examples of different types of sandwiches. (DOK 1)
b. Identify the three components of a sandwich. (DOK 1)
c. Construct various sandwiches. (DOK 3)

Suggested Teaching Strategies

- Discuss and provide examples of the different types of sandwiches. Include simple hot, open-faced, hors d'oeuvres, grilled, deep-fried, and simple cold. CS1, T1
- Identify, discuss, and explain the purpose of the three components of a sandwich to include the bread, spread, and filling. CS1, T1, R1, R2
- Demonstrate the proper procedures for making sandwiches. Include how to arrange the work area for time and motion savings. Discuss the correct use of hands and motions for time savings. CS1, T1
- Have students make a presentation of the different types of sandwiches using pictures from the Internet. The students should post their findings in a Wiki on Blackboard. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Have students demonstrate and evaluate sandwich making skills. CS1, T1

Suggested Assessment Strategies

- Evaluate the poster activity using the Poster Assessment Rubric.
- Evaluate the prepared dishes using the Prepared Food Assessment Rubric and the Food Preparation Assessment Rubric.

- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test using the Blackboard assessment tools.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist –

Suggested Rubrics and Checklists

Culinary Electronic Portfolio Checklist– Year 1

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.

	4	Journal reflecting on unit 4.
Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Food Preparation Lab Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exceptional 5 Points	Good 4 Points	Average 3 Points	Poor 2 Points	Needs Improvement 1 Point	Score
Planning	Exceptionally prepared, well planned and thought out, and very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, and most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					TOTAL	

Comments:

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Prepared Food Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Possible Points	Earned Points	Comments
Appropriate preparation techniques	25		
Presentation and creativity	10		
Serving temperature	10		
Taste, texture, and flavor	25		
Garnish	10		
Followed the recipe	20		
	Total		

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

1PS7 Breakfast Foods and Sandwiches
SS6 The Flow of Food: Purchasing and Receiving
SS7 The Flow of Food: Storage
SS8 The Flow of Food: Preparation

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Demonstrate and evaluate the preparation of fruits. (DOK 2) [1PS11, SS6, SS7, SS8]

Suggested Objectives

a. Identify, describe, and demonstrate the preparation of different fruits. (DOK 2)
b. List and explain the USDA quality grades for fresh fruit. (DOK 2)
c. Demonstrate the procedures for properly storing ripe fruit. (DOK 2)
d. Summarize ways to prevent fruit from spoiling too quickly. (DOK 1)
e. Match and cook fruit to appropriate cooking methods. (DOK 2)
f. Explain how to prevent enzymatic browning of fruit. (DOK 1)

Suggested Teaching Strategies

- Lead a class discussion on fruits. Include fruits that are not common to the area. Ask the students to identify their favorite fruits. Have students make a PowerPoint presentation using pictures found on the Internet of unusual fruits or fruits uncommon to the area. [CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6, R1, R2]
- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students visit the grocery store, fruit stand, or local farmer's market to identify and make a list of the types of unique fruits. Have students record the price of the fruits using Microsoft Excel. Have the students compare their lists and calculate what the cost would be for each student to taste the unusual fruits. Purchase the fruits or have the students divide the list and bring the fruits to class to taste. Have students record the taste and texture and whether they liked or disliked the fruit. [CS1, CS2, CS3, CS4, T1, T2, T3, T5, T6, R1, R2, M1, W5]
- Identify and discuss the USDA quality grades. Include how growing seasons affect cost. [CS1, R1, R2]
- Assign each student a fruit. Have him or her locate quality grade information, labels, and so forth on the item. Have each student present findings to the class through the Blackboard discussion board feature. [CS1, CS2, CS3, CS4, T1, T2, T3, T5, T6, R1, R2]
- Identify, discuss, and demonstrate the proper methods of storing fruits. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have each student demonstrate the proper procedures for storing fruits by making a poster or PowerPoint presentation. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, R1, R2, W5]
- Have students demonstrate their knowledge throughout the year by storing fruits correctly in the lab. [CS1, CS2]
- Identify and discuss ways to prevent fruit from spoiling. Demonstrate methods of preserving fruits by slicing an apple into rings and dividing it evenly between two saucers. Dip the slices in one saucer into lemon juice. Leave the second saucer alone. Allow both groups of apple slices to stand uncovered for 1 hour. [CS1, CS2, R1, R2]
- Have students discuss the observations and give explanations through the Blackboard discussion board feature. [CS1, CS2, CS3, CS4, T1, T2, T3, T5, T6, R1, W5]
- Divide the class into teams. Have the teams search through cookbooks, magazines, the Internet, and newspapers for recipes that include baked whole fruit, a main dish using fruit or fruit juice,

and a low calorie fruit dessert. Have each team identify the preparation and cooking time, skills, and equipment needed to prepare the recipe. Remind the students of mise en place. Have the teams cook and compare their prepared dishes. [CS1, CS2, CS3, CS4, T3]

- Using the Poached Pears in Sugar Syrup recipe on the Blackboard P.A.C.E. site in the year 1, unit 7 folder or a recipe created by the instructor, have the students prepare fruit for poaching. Poach the fruit, and plate it with a variety of garnishes. [CS1, CS2, CS3, CS4, R1, R2]
- Have the students write a paper answering the following. Explain how to prevent enzymatic browning of fruit, and summarize ways to prevent fruit from spoiling too quickly, what the buyer should look for when purchasing fresh fruit, how dried fruits should be stored after opening, and what water temperature fruits should be washed in, and compare fruit drink and fruit juice. [CS2, CS4, T1, T3, T5, T6, R1, R2, W1,W2, W3, W4, W5]
- Take the class to pick fruit from an orchard or berry patch. Have students prepare a dish using the fruit they picked. [CS2, CS4]

Suggested Assessment Strategies

- Evaluate the poster of unusual fruits using the Poster Assessment Rubric.
- Evaluate the grocery store activity for accuracy, completeness, correct math calculations, and participation in the tasting activity.
- Evaluate the quality grades presentation using the Presentation Assessment Rubric.
- Evaluate the poster or PowerPoint presentation using the Presentation Assessment Rubric.
- Evaluate the accuracy of storage procedures used by students throughout the year.
- Evaluate the group discussion about the apples using the Group Work Assessment Rubric.
- Evaluate the prepared fruit dishes using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the poached pear recipe or other poached recipes using the Performance Rubric for Poaching.
- Evaluate the paper using the Written Report Assessment Rubric.
- Monitor for participation in the field trip.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Demonstrate and evaluate the preparation of vegetables. (DOK 2) [1PS11, SS6, SS7, SS8]

Suggested Objectives

a. Identify, describe, and demonstrate the preparation of different vegetables. (DOK 2)
b. List and explain the USDA quality grades for fresh vegetables. (DOK 2)
c. Demonstrate the procedures for properly storing ripe vegetables, roots, and tubers. (DOK 2)
d. Summarize ways to prevent vegetables from spoiling too quickly. (DOK 1)
e. Match and prepare vegetables according to appropriate cooking methods. (DOK 2)

Suggested Teaching Strategies

- Lead a class discussion on vegetables. Ask the students to identify their favorite vegetables. Include vegetables that are not common to the area. [CS2]
- In pairs, have students find pictures on the Internet or design or draw a picture using Paint or other electronic software of a vegetable plant including the parts of the vegetable that are

eaten. Have students label the drawing and provide two or three examples of ways to prepare and eat the vegetable. CS1, CS2, CS3, CS4, T1, T2, T3, T5, T6, R1, R2, W5

- Have students visit the grocery store, vegetable stand, or local farmer's market to identify and make a list of unique vegetables. Have the students record the price of the vegetables. Have the students compare their lists and calculate what the cost would be for each student to taste the unusual vegetable. Purchase the vegetables, or have the students divide the list and bring the vegetables to class to taste. Have students record the taste, texture, and whether they liked or disliked the vegetable. Incorporate the use of an Excel spreadsheet for their lists, and teach them how to calculate. CS1, CS4, T1, T2, T3, T5, T6, R1, R2, M1, W5
- Divide students into teams, assign each team one vegetable, and have the teams look through cookbooks, magazines, and newspapers for recipe ideas using the assigned vegetable. Have each team identify as many ways to prepare and serve the vegetable as it can. Ask the following questions of each team: "How many of these have you tried? Which ones would you like to try? Why?" Have students prepare the recipes found. CS1, CS2, CS3, CS4, R1, R2
- Identify and discuss the USDA quality grades and how growing seasons affect cost. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Assign each student a vegetable and have him or her locate quality grade information, labels, and so forth. Have each student present findings to the class. CS2, CS4, R1, R2
- Identify, discuss, and demonstrate the proper methods of storing vegetables and ways to prevent vegetables from spoiling too quickly. Slice one cucumber crosswise. Soak 1/3 of the slices in cold water, another third in water with 2 tablespoons of salt, and the remaining slices on a saucer with salt sprinkled on the slices. CS1, CS2, R1
- After one hour, divide students into small groups, and have each group discuss the observations of the cucumber and give explanations. CS1, CS2, CS3, CS4, R1, R2, W1,W2, W3, W4, W5
- Have each student demonstrate the proper procedures for storing vegetables by making a poster or PowerPoint presentation. Have students demonstrate their knowledge throughout the year by storing vegetables correctly in the lab. CS1, CS2, CS3, CS4, T1, T3, T5, T6
- Have students continue to demonstrate their knowledge of storing ripe vegetables, roots, and tubers in the lab throughout the year. CS1, CS2, CS4
- Have each student bring his or her favorite raw or cooked vegetable to class. Ask the first student a question about vegetables. If that student answers correctly, he or she gets to take a bite of his or her vegetable. Repeat the process until all subject matter has been reviewed. Keep score, and give bonus points to the class or a prize to the highest scoring student. CS2, CS3
- Ask the class the following question: "You are babysitting a 3-year old and a 5-year old. The children keep asking you for candy. How could you encourage them to eat raw vegetables instead of candy?" Have each student write a short summary of his or her answer. CS1, CS2, T6
- Have each student taste a raw vegetable. Ask each student to evaluate the raw vegetable based on color, shape, texture, and flavor. Begin cooking the vegetable. Then have the students evaluate the same vegetable after it has been cooking 2 minutes, 5 minutes, 10 minutes, and 20 minutes, using the chart template posted on Blackboard. Have the students write a short summary on the changes that took place and what these changes imply. CS2, CS3, CS4, T2, T3, T6, W1,W2, W3, W4, W5

Suggested Assessment Strategies

- Monitor for participation in class discussions.
- Evaluate the vegetable picture activity for accuracy.

- Evaluate the grocery store activity for accuracy, completeness, correct math calculations, and participation in the tasting activity.
- Evaluate the prepared vegetable dishes using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the quality grades presentation using the Presentation Assessment Rubric.
- Evaluate the group discussion about the cucumbers using the Group Work Assessment Rubric.
- Evaluate the poster or PowerPoint presentation using the Presentation Assessment Rubric.
- Evaluate the summary of the babysitting question for accuracy, grammar, spelling, and so forth.
- Evaluate the summary of the timed cooking activity using the Written Report Assessment Rubric.
- Give a unit test.

Competency 3: Prepare and evaluate various types of salads. (DOK 2) [1PS9, SS6-SS8]

Suggested Objectives

a. Identify types of salads. (DOK 1)
b. Identify types of salad greens used in salad preparation. (DOK 1)
c. Identify the parts of a salad. (DOK 1)
d. Compare and contrast types of salads served at different points in the meal. (DOK 1)
e. Demonstrate appropriate methods to clean salad greens. (DOK 2)
f. Prepare and store salads properly. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Discuss the various types of salads (appetizer, accompaniment, main dish, dessert) and salad greens used in salad preparation, and provide examples of each. Examples may be pictures from magazines, videos, PowerPoint slides, or actual salads. [CS1, T1, T3]
- Divide students into small groups. Have each group list different types of salads and salad greens used in various salad recipes. Lead a class discussion on the list from each group. [CS1, T1]
- Identify and discuss the importance of each part of the salad. Include the body, base, and dressing. [CS1, T1]
- Have students use magazines to locate pictures of various salads and label the parts. These can be done using PowerPoint. Have students use the pictures to write a comparison of the different types of salads and indicate when they are to be served in the meal. [CS1, T1, T2, T3, T4]
- Discuss food safety guidelines related to cleaning procedures and proper storage guidelines for salads. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students individually or as part of a group prepare and evaluate various types of salads. [CS1, CS3, CS5, T1]
- Plan a salad meal using all five types of salads. Develop a chart listing the five salads with two dressings for each salad and a garnish for each. Have students come up with the rating/rubric to evaluate their salads. Involve teachers in the rating process. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Working in groups of two to three people, choose and prepare one of the salads and dressings found in recipes listed on the Blackboard site, or use one provided by the teacher. Make sure

students use the appropriate techniques, equipment, and sanitation and safety procedures in the preparation process. Divide into five teams, with each team preparing a different salad for the selected type for the salad meal. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate participation in group discussions using the Group Participation Assessment Rubric.
- Evaluate the poster or booklet using the Poster Assessment Rubric.
- Evaluate the salad preparation and evaluation activity using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 4: Prepare and evaluate salad dressings. (DOK 2) 1PS9, SS6, SS7, SS8

Suggested Objectives

a. Differentiate among salad dressings. (DOK 1)
b. Prepare and match dressings to appropriate salads. (DOK 2)

Suggested Teaching Strategies

- Identify and discuss the various types of salad dressings, how each is prepared, and how each is to be used. Provide pictures of different types of salads and salad dressings. Have students post their findings in a Wiki on Blackboard. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Divide students into small groups, provide a different recipe for each group, and have each group prepare a salad with the appropriate salad dressing. Have the students evaluate the product. (Be sure that each group prepares a different salad than the one prepared in the above activity.) CS1, CS3, T1

Suggested Assessment Strategies

- Evaluate for participation in class discussions using the Group Participation Assessment Rubric.
- Evaluate the salad and salad dressing preparation and evaluation activity using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.

Competency 5: Demonstrate appropriate garnishing techniques. (DOK 3) 1PS9, SS6, SS7, SS8

Suggested Objectives

a. Describe the importance of a garnish. (DOK 1)
b. Investigate common ingredients used to garnish. (DOK 2)
c. Design an appropriately garnished plate. (DOK 3)

Suggested Teaching Strategies

- Lead a discussion on the importance of garnishing. Discuss and provide examples of common

ingredients used to garnish. Demonstrate how to make various types of garnishes. Include information about the principles and elements of design to include color, texture, and so forth. Have students post their findings in a Wiki on Blackboard. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5

- Divide students into small groups, and have each group develop a PowerPoint presentation illustrating common foods used for garnishing. Compare each PowerPoint presentation in class, and combine into one master. Provide each student with a copy of the master presentation. CS1, CS2, CS3, T1, T2, T3, T4, R1, R2, W1,W2, W3, W4, W5
- Divide students into small groups. Give each group a menu, and have the students in each group list suggestions for garnishing. Have each group present its menu and garnishing suggestions to the class. W5
- Have students practice making garnishes. CS1, T1
- Have students garnish food prepared throughout the year. CS1, T1

Suggested Assessment Strategies

- Evaluate each group's list of common ingredients used for garnishing using the Group Work Assessment Rubric.
- Evaluate each group's menu and garnishing ideas using the Group Work Assessment Rubric.
- Evaluate each student on garnishes for the dishes he or she prepares throughout the year.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist –

Suggested Rubrics and Checklists

Culinary Electronic Portfolio Checklist–Year 1

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.
	4	Journal reflecting on unit 4.

Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Food Preparation Lab Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exceptional 5 Points	Good 4 Points	Average 3 Points	Poor 2 Points	Needs Improvement 1 Point	Score
Planning	Exceptionally prepared, well planned and thought out, and very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, and most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					TOTAL	

Comments:

Group Participation Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				TOTAL	

Comments:

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Performance Rubric for Poaching

NAME: _____ **DATE:** _____ **PERIOD:** _____

Criteria	Excellent	Good	Fair	Poor	Score
Uses proper sanitation	20–16	15–11	10–6	5–1	
Uses safety procedures	10–9	8–6	5–3	2–1	
Uses appropriate tools/equipment	20–16	15–11	10–6	5–-1	
Follows cooking technique	20–16	15–11	10–6	5–1	
Degree of doneness	10–9	8–6	5–3	2–1	
Garnished appropriately	10–9	8–6	5–3	2–1	
Product presentation	10–9	8–6	5–3	2–1	
				TOTAL	

Assessment:

Above Mastery	90–100 points
Mastery	75–89 points
Partial Mastery	65–74 points
Non Mastery	0–64 points

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Prepared Food Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Possible Points	Earned Points	Comments
Appropriate preparation techniques	25		
Presentation and creativity	10		
Serving temperature	10		
Taste, texture, and flavor	25		
Garnish	10		
Followed the recipe	20		
	TOTAL		

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

1PS11 Fruits and Vegetables
1PS9 Salads and Garnishes
SS6 The Flow of Food: Purchasing and Receiving
SS7 The Flow of Food: Storage
SS8 The Flow of Food: Preparation

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Unit 8: Culinary Math (25 hours)

Competency 1: Apply basic mathematical calculations to culinary practices. (DOK 2) [1PS10, SGM1, PRA1, TTA1]

Suggested Objectives

a. Given a list of numbers, add, subtract, multiply, and divide using basic math operations. (DOK 2)
b. Given a list of fractions, decimals, whole numbers, and percentages, add, subtract, multiply, and divide. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Use the dot to dot worksheet from Blackboard to have the students create triangle patterns using decimals, fractions, and percents of various percentages used in cost control. An example is 33% to 1/3 to 0.33. Then have the students color in, and display in the classroom. [CS1, M1, M4]
- Access the need for remediation in basic mathematics calculations by having each student complete a math worksheet requiring addition, subtraction, multiplication, division, fractions, decimals, whole numbers, and percentages. Evaluate the worksheets to determine where review is necessary. Base teaching strategies for this unit on the assessment of needs. [CS1, T1, M1]
- Reinforce math skills by using various means to calculate yields, costs, and percentages. Using examples provided by your instructor, calculate the yield percentages using the Math Word Problems worksheet on the Blackboard site. [CS1, CS3, R3, R4, R5, , M1, M4]
- Using foodservice-related word problems, review basic mathematical calculations. [CS1, R1, M4]
- Divide students into small groups, and assign each group a set of problems requiring math calculations. Have each group work collectively to solve each problem. [CS1, CS3, T1,M1, M4]
- Have each student complete word problems that require math calculations. [CS1, T1]
- Invite the cafeteria foodservice manager to talk to the class about how he or she uses mathematical operations on the job. [CS1, T1]
- Have students identify examples of foodservice situations that require addition, subtraction, multiplication, and division. [CS1, T1, R1]
- Review fractions, decimals, and rounding. [CS1, T1, M1]
- Have students suggest situations in which numbers have to be rounded. Explain how rounding in foodservice may differ from mathematical rounding. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Integrate a lesson with the mathematics department using foodservice-related word problems. [CS1, T1]

Suggested Assessment Strategies

- Evaluate the group work using the Group Work Assessment Rubric.
- Provide a grade on math worksheets and word problems.
- Evaluate each student with a math test.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Apply basic mathematical functions to weights and measures. (DOK 3) [1PS10, 1PS12, PRA4, TTA2]

Suggested Objectives

a. Convert recipes from original yield to desired yield using conversion factors. (DOK 2)
b. Calculate recipe yields. (DOK 2)

Suggested Teaching Strategies

- Discuss the need to convert recipes to increase or decrease yields. Provide examples of recipes with a yield of 50 servings that need to be converted to a yield of 100 servings. Also, provide examples of recipes with a yield of 100 that need to be reduced to 50. Explain the importance of being able to do these calculations and the impact on profit/loss and customer satisfaction. [CS1, T1, R1]
- Divide students into pairs, and have them practice making simple recipe conversions for yield. [CS1, T1, T3, M1]
- Identify and discuss the standard units of measure used in foodservice, as well as their equivalents. Demonstrate how to convert U.S. units of measurement to metric and metric to U.S. units. [CS1, T1, R1, M1]
- Have students create a chart using Excel, illustrating units of measure, U.S. system, as well as their equivalents (metric). [CS1, CS2, T1, T3, T4, R1, S1, M1]
- Have students practice converting U.S. measurements to their metric equivalent. [CS1, T1, M1, M4]
- Discuss increasing and decreasing recipe yield using a conversion factor. [CS1, T1]
- Have students choose a recipe and convert it to smaller and greater yields. [CS1, T1, M1, M4]
- Discuss, demonstrate, and review percentage yields of various produce items. Calculate edible portion (EP) vs. as purchased (AP) by dividing the edible portion amount needed by the yield percentage. [CS1, T1, M1, M4]
- Have the students calculate EP vs. AP. [CS1, T1, M1, M4]
- Integrate a lesson with the mathematics department using foodservice-related word problems. [CS1, T1]
- Discuss and demonstrate how to determine recipe cost and cost per serving for profit. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students calculate recipe cost and cost per serving to determine profit, break even, selling price, and so forth. [CS1, T1, M1, M4]

Suggested Assessment Strategies

- Evaluate the measurement chart for accuracy.
- Evaluate the conversion of yields in a recipe for accuracy.
- Evaluate the conversion of U.S. measurements to metric measurement for accuracy.
- Evaluate the students for accuracy in determining EP vs. AP.
- Evaluate the students for accuracy in determining recipe cost and cost per serving.
- Give a test on all mathematical calculations.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Apply basic mathematical functions and food handling practices to control food costs. (DOK 2) [1PS10, SS6, SS7, SS8, PRA1]

Suggested Objectives

a. Describe and give examples of controllable food costs, fixed costs, semi-variable costs, and variable costs. (DOK 2)
b. Differentiate between the two categories of food purchased: perishable and nonperishable. (DOK 2)
c. Outline and follow basic receiving procedures. (DOK 2)
d. State the appropriate storage guidelines and temperatures for different perishable foods. (DOK 2)

Suggested Teaching Strategies

- Discuss and provide examples of controllable food costs, fixed costs, semi-variable costs, and variable costs. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students create a flowchart illustrating the concept of controlling food costs through purchasing, receiving, storage, issuing, and preparation and production. Incorporate the Inspiration software. [CS1, CS2, T1, T2, T4, T5, T6, M1, W]
- Provide each student with a list of costs to differentiate between fixed and variable. [CS1, T1, R1]
- Discuss depreciation as it pertains to profit and loss statements. [CS1, T1]
- Lead a class discussion on the differences between the following terms: unit cost and total cost, perishable and nonperishable, directs and stores, perpetual inventory and physical inventory, and inter-unit transfer and intra-unit transfer. [CS1, T1, R1]
- Have students research to define the terms associated with cost. Have them list terms and definitions in writing. [CS1, T1, R1]
- Discuss how to arrive at the cost of goods sold. Provide examples for the class. [CS1, T1]
- Divide students into small groups, and have them calculate cost of goods sold using several examples. [CS1, T1, M1, M4]
- Provide each student with an example, and have each student calculate costs of goods sold based on the example. [CS1, T1, M1, M4]
- Math skills can be reinforced by calculating the cost of a hamburger plate using the activity worksheet "Pricing the Cost of a Hamburger" cost plate located on the Blackboard site in the year 1, unit 8 folder. [CS1, CS3, M1, M4]
- Define and discuss perpetual inventory and physical inventory. Provide examples of each, and illustrate how each is maintained. [CS1, T1, R1]
- Divide the students into groups and using either perpetual inventory or physical inventory, have students calculate the cost of goods sold in your lab for one month, using Excel spreadsheet. [CS1, CS3, CS5, T1, T3, T4, T6, M1, M4]
- Provide each student with a perpetual and a physical inventory, and have each student calculate the cost of goods sold for one month, using Excel spreadsheet. [CS1, CS3, CS5, T1, T3, T4, T6, M1, M4]

Suggested Assessment Strategies

- Evaluate the flowcharts based on accuracy of content and design.
- Evaluate the list of fixed and variable costs for accuracy.

- Evaluate terms and definitions for accuracy.
- Have groups evaluate each other's calculations of cost of goods sold for accuracy.
- Evaluate each student for accuracy in determining the cost of goods sold.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test.

Competency 4: Determine the menu selling price. (DOK 3) [1PS10, 1PS12, PRA1, TTA1]

Suggested Objectives

a. Explore and investigate the relationship between the menu and costs. (DOK 2)
b. Calculate standard portion cost. (DOK 2)
c. Compute and compare the different methods of arriving at menu selling prices to include the food cost percentage method, the average check method, the contribution margin method, and the straight markup method. (DOK 3)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Discuss the importance of the menu in foodservice operations. Identify the costs that influence the development of a menu. Discuss the menu as a sales tool. List and review the various causes of high food cost. [CS1, T1]
- Divide the students into groups, and assign each group a menu from a local restaurant. Have the students discuss each menu's function as a sales tool. Have students review the costs reflected in each menu. Have each group present its findings to the class using PowerPoint. [CS1, CS3, CS5, T1, T2, T4]
- Divide the class into groups, and provide a case study on labor costs. Provide specific information about costs, labor hours, and so forth, and have each group work together to determine labor costs. [CS1, CS3, CS5, T1, R1, R2, M1, M4]
- Define, discuss, and demonstrate how to determine the standard portion cost based on the standard portion size. Create a formula in Excel for calculating the standard portion cost. Have students practice determining standard portion cost using the formula. [CS1, CS2, T1, T4, T6, M1, M4]
- Explain how to use the food cost percentage method for pricing menu items. Present the formula for finding sales prices with this method. Apply the formula by working some examples with the class. Explain how sales prices are usually rounded. [CS1, T1, M1, M4]
- Have students practice determining food cost using the percentage method in an Excel spreadsheet. [CS1, CS2, T1, T4, T6, M1, M4]
- Discuss the average check method for determining menu prices. Demonstrate the formula for determining menu prices based on the average check method. Provide worksheets, and have students practice determining prices based on the average check method in an Excel spreadsheet. [CS1, CS2, T1, T4, T6, M1, M4]
- Discuss how competitors' prices influence the pricing of the menu. Define contribution margin, and demonstrate how to determine selling prices using the contribution margin method. [CS1, T1]
- Provide worksheets, and have students practice determining prices based on the contribution margin method. [CS1, T1, M1, M4]
- Explain how to use the straight markup method for pricing menu items. [CS1, T1, M1, M4]

- Pair students. Ask one student in each pair to provide the other with a menu cost and a markup. The second person will then price the item. Have students alternate so that each partner has a chance to price at least three menu items. CS1, CS3, T1, M1, M4
- Define forecasting, and discuss its importance. Explain why foodservice managers compare actual costs to standard costs. Review the daily comparison method for examining actual costs. Define and discuss potential savings. Discuss the future of cost control. CS1, T1, R1, M1, M4
- Provide a case study where students have to forecast costs. Ask students to evaluate the case study and make their own predictions. CS1, T1, M1, M4
- Invite a restaurant manager to talk to the class about how his or her operation's menu pricing is established. Ask the manager to bring a menu and go over a few items in each category (appetizer, main dish, and dessert). If the operation serves breakfast, lunch, and dinner, ask the manager to show how prices are determined for entrées in each of the categories. CS1, T1, M1
- Before the restaurant manager arrives, have the class create a mock menu. It should be a full menu. Have students price each item according to current trends and food prices. The class should discuss its mock menu with the restaurant manager and learn from his or her suggestions the way it is really done in the industry. CS1, CS3, T1
- Divide students into small groups of four or five. Groups can create a "sleuth-like" name for themselves. After solving the "Cost Control Caper," one spokesperson from each group will present his or her group's findings and suggestions to the class. The following is the "Cost Control Caper" activity: The Chocolate Shack is a new fast-food restaurant that specializes in chocolate treats and also offers a few simple sandwiches. While the operation has quickly developed a reputation for serving delectable desserts and is always busy, the manager is mystified. Customers are increasing, but revenues are decreasing. In addition, some servers are complaining about the small tips. It seems that many customers are requesting that the servers add 15% gratuity to the bill. Since some servers do not have strong math skills, they are just giving the customers exact change for the bill, without adding the tip. Finally, the sandwich chef and confection chef have complained to the manager that they cannot read the servers' writing on the blank sales checks and are making mistakes on the orders. As a result, some ice cream treats and sandwiches have had to be remade. The Chocolate Shack opened the month of July with $1,700 in its food inventory and closed with $1,950. July purchases totaled $8,500, and food sales for the month were $14,400. In desperation, the manager has hired you, the Foodservice Sleuths, to help solve the mystery. What is going wrong at the Chocolate Shack? CS1, CS2, CS3, CS5, T1, M1, M4

Suggested Assessment Strategies

- Evaluate each group's findings, and report on the evaluation of a menu from a local restaurant using the Presentation Assessment Rubric.
- Evaluate the case study on determining labor cost using the Case Study Assessment Rubric.
- Provide an individual grade on the worksheets for determining standard portion costs, food cost using the percentage method, prices based on the average check method, and prices based on the contribution margin method.
- Evaluate the teams for accuracy in pricing menu items.
- Evaluate the case study on forecasting using the Case Study Assessment Rubric.
- Evaluate the mock menu prepared and priced by the class using the Group Work Assessment Rubric.
- Monitor for participation and questions asked of the guest speaker using the Guest Speaker form.

- Evaluate each group's analysis of the "Cost Control Caper" using the Group Work Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 5: Apply mathematical procedures to revenue control. (DOK 2) [1PS10, 1PS12, PRA5, SGM1]

Suggested Objectives

a. Calculate the average check/cover, and discuss its importance. (DOK 2)
b. Calculate the total guest check including tax and tip. (DOK 2)

Suggested Teaching Strategies

- List and discuss the three goals of sales control. Review the factors that customers consider when selecting a restaurant. [CS1, T1, M1, R1]
- Ask students to list the factors they considered the last time they selected a restaurant at which to eat. Have a class discussion on the lists. Discuss various standards and standard procedures that help managers control revenue. Explain the purpose of each. Review the formula for calculating the average sale per customer. [CS1, T1 M1, R1]
- Provide a worksheet, and have students apply the formula in an Excel spreadsheet. [CS1, CS2, T1, T4, T6, M1, R1]
- Review current methods to record sales. Have students critique the different ways to record sales and explain which they think are more efficient and why. [CS1, CS2, T1 M1, R1]
- Explain and demonstrate how sales checks should be filled out. Have each student complete printed and non-printed sales checks. [CS1, T1, M1, W5, R1]
- Review the various ways to find sales tax. Bring in a tax table, and discuss how it is used. Provide sample checks, and have each student calculate the sales tax. [CS1, T1 M1, R1]
- Review the formula for calculating the tip. Review the formula for calculating the percentage that a tip represents. Apply both formulas by working some examples with the class. Invite a server to talk to the class about his or her experiences with respect to sales checks and tips. [CS1, T1]
- Provide sample sales checks, and have students calculate the tip based on various percentages. [CS1, T1]
- Review the formula for balancing cash registers. Apply the formula by working some examples with the class. [CS1, T1, M1]
- Provide a case study that requires the student to balance a cash register. [CS1, T1]
- The following is the "May I Take Your Order, Please?" activity: Pair students. Assign one student in each pair to be the server and the other person the customer. Ask each server to take his or her order using a copy of a printed sales check (either from a restaurant or teacher made). Servers should practice circling items, totaling checks, and adding sales tax. Customers should practice determining various tip amounts. Allow both students in each pair to act as server and customer with the printed sales check at least once. Then have each pair repeat the exercise using a blank sales check (from a restaurant or teacher made). In this case, servers should practice writing in food items. Again, allow both students to act as server and customer at least once. [CS1, CS3, T1, M1]
- Take students on a field trip to a local deli or diner, and have them practice being customers. They should calculate the appropriate tip for their own individual meals as well as for the group.

CS1, T1, M1

Suggested Assessment Strategies

- Evaluate each student's list of factors for accuracy.
- Evaluate the worksheets on average sale per customer for accuracy.
- Evaluate the critique of the current sales methods for accuracy.
- Evaluate the printed and non-printed sales checks for accuracy.
- Evaluate the sales tax activity for accuracy.
- Evaluate the tip activity for accuracy.
- Evaluate the case study on balancing a cash register using the Case Study Assessment Rubric.
- Evaluate the "May I Take Your Order, Please?" activity for accuracy in all areas.
- Evaluate the field trip activity using the Group Participation Assessment Rubric.
- Evaluate the tip calculation for accuracy of mathematical calculations.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 6: Explain and apply principles used in inventory control. (DOK 2) 1PS10, 1PS12, SS7, PRA1, PRA5

Suggested Objectives

a. Determine dollar value of inventory. (DOK 2)
b. Determine daily and monthly food cost and food cost percentage. (DOK 2)

Suggested Teaching Strategies

- Explain the importance of an inventory report and how it is used. Describe the process involved in taking a physical inventory. Provide a sample physical inventory form. CS1, R1, R2
- Arrange to take the students behind-the-scenes to a local restaurant on a day when physical inventory is being taken. Have students assist in developing the inventory reports. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Define and discuss closing inventory. List and review the five methods for determining the value of the closing inventory. Have students develop a written report comparing and contrasting the methods used to determine the value of a closing inventory. CS1, CS2, CS3, CS4, T1, T2, T3, T5, T6, M1, M4, W1, W2, W3, W4, R1
- Invite a foodservice manager to talk to the class about the inventory valuation method that his or her establishment uses. CS3
- If possible, use the school cafeteria to examine the valuation of closing inventory. Ask the cafeteria manager to explain to students how the closing inventory is determined, highlighting and demonstrating the method that the cafeteria uses. Also, ask the manager to review the types of cost controls used in the cafeteria. CS3, R1
- Have each student contact a local restaurateur to find out about the importance of closing inventory and make an oral report to the class about the type of inventory method used. Students should also ask the manager if there was ever a time when closing inventory was not done properly and what the repercussions were. CS2, CS3, R1
- Discuss monthly food cost determination. Review the formula for calculating monthly food cost. CS1, M1, M4, R1

- Apply the monthly food cost formula by having students work some examples in class. CS1, CS2, M1, M4
- Explain the importance of the monthly cost report. List and discuss the adjustments that are often made to the monthly food cost, such as account transfers, promotion expense, employee meals, and complimentary items. CS1
- Discuss the need to determine food cost on a daily basis. Define and discuss directs and stores. Bring in a sample receiving clerk's daily report to show students how directs are recorded and tracked. Review the formula for calculating daily food cost. CS1, M1, R1
- Have students calculate daily food cost by working some examples in class. CS2
- Explain how managers can monitor operations by comparing closing inventory to book inventory. Define and review the method for calculating book inventory. Discuss the significance of any differences between book inventory and physical inventory. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Provide a case study, and have students compare closing inventory to book inventory. Have each student write an analysis of the significance of any differences in the inventories. CS2, CS4, T3, T4, T5, T6, M1, M4, R1, W5
- Discuss the importance of calculating and monitoring inventory turnover. Review the formulas for determining average inventory and the inventory turnover rate. M1, M4, R1
- Have students apply the formulas by working some examples in class. CS2
- In small groups, have students take an actual physical inventory of the items in the storeroom. Using one of the five valuation methods, have each group calculate the value of the closing inventory. Incorporate the use of Excel spreadsheets for this strategy. CS1, CS3, CS4, T6, M1, M4, R1

Suggested Assessment Strategies

- Evaluate the field trip activity using the Group Participation Assessment Rubric.
- Evaluate the written report on methods of determining closing inventory using the Written Report Assessment Rubric.
- Evaluate the guest speaker activity using the Guest Speaker Rubric.
- Evaluate the oral report on closing inventory from a local restaurant using the Presentation Assessment Rubric.
- Evaluate the monthly and daily food cost reports for accuracy.
- Evaluate the analysis of the case study on the difference between closing inventory and book inventory using the Case Study Assessment Rubric.
- Evaluate the worksheets for determining average inventory and the inventory turnover rate for accuracy.
- Evaluate the actual physical inventory taken by each group for accuracy of listing every item and cost determination.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test using the assessment tools from the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist –

Suggested Rubrics and Checklists

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist–Year 1

STUDENT NAME:_____

This record is intended to serve as a method of noting student achievement of the electronic portfolio in each unit. It can be duplicated for each student and serve as a cumulative record of required criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Introduction		
	1	Update resume.
	2	Update cover letter.
	3	Career research report
	4	Pictures from participation in this unit
	5	Journal reflecting on unit 1.
Unit 2: Human Resources Management (Basic Customer Service and Human Resources)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Post list of questions that could be asked during an interview.
	4	Journal reflecting on unit 2.
Unit 3: Food Safety and Sanitation		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint on foodborne illnesses or potentially hazardous foods to portfolio.
	4	Journal reflecting on unit 3 (ServSafe certification).
Unit 4: Foodservice Equipment, Safety, and Security		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint, written report, brochure of OSHA, equipment, and safety topics.
	4	Journal reflecting on unit 4.

Unit 5: Culinary Foundations (Culinary Basics and Nutrition)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload brochure/picture of poster that illustrates healthy snacks for teens.
	4	Journal reflecting on unit 5.
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Include a favorite breakfast food, dairy, or sandwich recipe.
	4	Journal reflecting on unit 6.
Unit 7: Fruits, Vegetables, Salads, and Garnishes		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload report on enzymatic browning.
	4	Include a favorite fruit, vegetable, or salad.
	5	Journal reflecting on unit 7.
Unit 8: Culinary Math (Controlling the Cost of Food)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Journal reflecting on unit 8.

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Group Participation Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				TOTAL	

Comments:

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree)

		SA	A	N	D	SD
The presentation stimulated my interest.		( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )	
Content was challenging.		( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )	

2. Please rate the guest speaker:

____ Extraordinary ____Excellent ____ Good ____ Fair ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

MS Academic Standards

SGM1. Apply concepts of rational numbers, and perform basic operations emphasizing the concepts of ratio, proportion, and percent with and without the use of calculators.
PRA1. Apply concepts, and perform basic operations using real numbers in real-world contexts.
PRA4. Understand measurable attributes of objects, and apply various formulas in problem-solving situations.
PRA5. Interpret, organize, and make predictions about a variety of data using concepts of probability.
TTA1. Understand relationships between numbers and their properties, and perform operations fluently.
TTA2. Understand, represent, and analyze patterns, relations, and functions.

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M4 Expressions, Equations, and Inequalities
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

1PS10 Business Math
1PS12 Controlling Foodservice Costs

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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Ninemeier, J. D. (2001). *Planning and control for food and beverage operations*. Lansing, MI: Educational Institute of the American Hotel and Lodging Association.

Sanders, E. E., & Hill, T. H. (2001). *Foodservice profitability: A control approach*. Upper Saddle River, NJ: Prentice Hall.

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Review school and program policies and procedures. (DOK 1) [2PS0]

Suggested Objectives

a. Discuss the school handbook and all safety procedures for the classroom and building levels. (DOK 1)
b. Review program policies in the classroom and the laboratory. (DOK 1)

Suggested Teaching Strategies

- Describe key school and program policies and procedures to the class (may use the school handbook and any program-specific information). [T1, E1]
- Divide students into groups, and assign each group a specific set of policies and procedures to review from the handbook/information. Have each group present its findings to the class. [CS3, T2, E1, R1]
- Have each group construct a poster, outlining the school and program policies and procedures related to the assigned topic. [CS3, T1, T2, T3, T4, T5 ,T6, E1,
- Have each student read the school handbook, as well as any program-specific information, and write (type if technology is available) a report about what is expected in relation to school and program policies and procedures. [CS4, T3, E1, R2, W4, W6]

Suggested Assessment Strategies

- Evaluate each group using the Presentation Assessment Rubric.
- Evaluate the poster using the Poster Assessment Rubric.
- Evaluate each student's report using the Written Report Assessment Rubric.
- Assess each student for mastery of policies and procedures using a written test, and file the test for documentation.

Competency 2: Update career/educational plans. (DOK 1) [2PS0]

Suggested Objectives

a. Revise resume. (DOK 1)
b. Demonstrate effective interviewing skills. (DOK 1)
c. Discuss employer expectations. (DOK 1)

Suggested Teaching Strategies

- Discuss the importance of updating resumes. Explain to students that resumes should be kept current to reflect all educational endeavors and job-related experiences.[CS1, E1]
- Have students review and revise the resumes created in year 1. Evaluate using the Resume Rubric. [CS1, T6, E1, E2, E3, E4, E5, E6, R2, W2, W4, W6]
- Review interviewing skills. Emphasize preparation, manners, dress, posture, voice quality, and

interview follow-up. [E3]

- Have students participate in a mock interview. Videotape the interview, and have students critique and analyze the good points and identify where improvements should be made. Evaluate using the Interview Rubric.[CS2, CS4, E3, E5]
- Lead a class discussion of employer expectations. Include in the discussion the importance of good work habits, ethics, and so forth. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students read and examine case studies dealing with employee/employer problems and prepare a report assessing the problems and identifying ways to correct them. [T3, T6, R1, R2 R3, R4, R5, , W1, W2, W3, W4, W5]
- Provide the students Provide the students with the listing of the 21st Century Life and Career Skills. Lead students in a discussion of how these skills apply to their current careers as students and will apply to their career success after school. Provide students with a copy of the Workplace Rubric, which will be used to evaluate each student's demonstration of life and career skills. Have students self-assess their current scores on the rubric, and explain that they will be periodically (at least once a grading period) graded on their ability to demonstrate these skills. [CS1, CS2, CS3,CS4, CS5, R1, R2, R3, R4, W1]

Suggested Assessment Strategies

- Evaluate the updated resumes using the Resume Assessment Rubric.
- Evaluate the mock interviews using the Interview Assessment Rubric.
- Evaluate the report on the case study using the Case Study Assessment Rubric and the Written Report Assessment Rubric.

Competency 3: Model job retention skills. (DOK 2) [2PS0]

Suggested Objectives

a. Discuss diversity in the workplace. (DOK 1)
b. Explain a job evaluation and how it relates to career advancement and pay. (DOK 1)
c. Model valued professional workplace characteristics. (DOK 2)

Suggested Teaching Strategies

- Discuss diversity in the classroom, workplace, and society. Brainstorm ideas to develop positive attitudes toward people using Inspiration software. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Discuss a job evaluation and how it relates to career advancement and pay. Provide examples of evaluation forms from local employers. Obtain personnel policy and procedure manuals from local employers, and discuss the policies and procedures that outline evaluation and promotion policies. Use a sample employee performance evaluation to explain how evaluations relate to advancement and pay. [CS4, S3]
- Have a personnel director from a company speak to students to reinforce the importance of performance evaluations. [CS3, S3]
- Have students develop performance evaluations for jobs in the culinary laboratory, and use them to evaluate professionalism and performance in the laboratory. [CS3, W1, W2, W3, W4, W5]

Suggested Assessment Strategies

- Evaluate the performance evaluations developed by the students for the jobs in the lab for accuracy of each task. Use the performance evaluations to evaluate each job as it is performed throughout the year.
- Give a unit test.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, and so forth.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Interview Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dresses appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
				TOTAL	

Comments:

Portfolio Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 5 Points	Good 4 Points	Needs Some Improvement 3 Points	Needs Much Improvement 2 Points	Unsatisfactory 1 Point	Score
Visual Appeal						
Cover Page						
Table of Contents						
Letter of Introduction						
Letter of Recommendation						
Resume						
Content						
					TOTAL	

Comments:

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Resume Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words spelled correctly	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study	Education includes three of the criteria	Education includes two of the criteria	Education includes one of the criteria	Assignment not submitted	
Experience	Experience includes internships, entry level jobs, and current position	Experience includes two of the criteria	Experience includes one of the criteria	Experience includes current position only	Assignment not submitted	
Factual	Contains factual names and dates, is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names	Resume is unrealistic and contains conflicting information	Assignment not submitted	
					TOTAL	

Comments:

Workplace Skills Weekly Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Behavior Skill	Never	Rarely	Most of the Time	Always
On Time and Prepared				
1. Arrives to class on time				
2. Brings necessary materials				
3. Completes homework				
Respects Peers				
1. Respects others' property				
2. Listens to peers				
3. Responds appropriately to peers				
4. Respects others' opinions				
5. Refrains from abusive language				
Respects Teachers/Staff				
1. Follows directions				
2. Listens to teacher and staff				
3. Accepts responsibility for actions				
Demonstrates Appropriate Character Traits				
1. Demonstrates positive character traits (kindness, trustworthy, and honesty)				
2. Demonstrates productive character traits (patient, thorough, and hardworking)				
3. Demonstrates a level of concern for others				
4. Demonstrates problem solving skills.				
5. Demonstrates teamwork.				
Demonstrates a Level of Concern for Learning				
1. Remains on task				
2. Allows others to remain on task				

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS0 Introduction: Preparing for a Successful Career

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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School Handbook

School Web site

ShawGuides. (2004). *The guide to cooking schools 2005: Cooking schools, courses, vacations, apprenticeships, and wine programs throughout the world*. New York, NY: Author.

SkillsUSA. (n.d.). Retrieved December 7, 2007, from http://www.skillsusa.org

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Student Handbook

Williams, A. G., & Hall, K. J. (2001). *Creating your career portfolio*. Upper Saddle River, NJ: Prentice Hall.

Woods, R. H. (2002). *Managing hospitality human resources*. Lansing, MI: Educational Institute of the American Hotel and Lodging Association.

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Competency 1: Research the creation of the modern restaurant. (DOK 1) [2PS1]

Suggested Objectives

a. Trace the history of the foodservice industry, and explain its relationship to world history. (DOK 1)
b. Research famous chefs, and note their major accomplishments. (DOK 2)

Suggested Teaching Strategies

- Discuss why history is important to understanding the development of the foodservice industry. Ask students to discuss how history has (the invention of electricity, computers, etc.) has affected their lives. Use PowerPoint presentations for class discussion and notes. Discuss the contributions made by the early Greeks to the development of the foodservice industry. Discuss the rise of the Romans and how it affected the growth of the foodservice industry. Discuss how the relationship with food and cuisine during the Middle Ages differed from the earlier Greek and Roman times. Discuss the impact Catherine de Medici had on the foodservice industry during the Renaissance. Explain how growing trade with Africa affected the evolution of cafes. Review the beginnings of guilds and the role they played in the growth of the foodservice industry. Discuss how restaurants began and the factors involved in their continued success. Explain how advancements during the Industrial Revolution and the Enlightenment inspired the continued growth of the foodservice industry. Discuss the contributions made to the foodservice industry by Carême and Escoffier. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Using the Internet, have students find a Florentine recipe that traces back to Catherine de Medici. Pick one recipe to prepare in class. [T1, T3, R2]
- Lead a discussion on modern-day coffeehouses like Starbuck's, Caribou Coffee, and small independent coffeehouses. Using Inspiration software to compare the reasons people today visit these coffeehouses to the reasons that people in the 1600s did. [CS3, CS4, CS5, T2, T3, E1, W1, W2, W3, W4, W5]
- Have students prepare a feast from a specific time period. History class students can be in charge of authenticity, decorations, costumes, and so forth. Integrate this unit with a World History class. [CS1, CS2, CS3, T2, T3]
- Using Inspiration software and findings from resource books or the Internet, have students develop an outline illustrating the kitchen brigade system introduced by Escoffier to include the role of each worker in the professional kitchen. [T1, T6, W1, W2,W3, W4, W5]
- Using Inspiration software, have students develop a timeline listing major events and their relevance to foodservice history. Integrate this activity with a World History class. [T1, T6, W1,W2, W3, W4, W5]
- Using the Internet and working in groups, have students research a typical feast or banquet from a particular historical period. Have each group publish its menus. Some possibilities are Ancient Greece and Rome, the Middle Ages, the Renaissance, and the Enlightenment. [CS1, CS2, CS3, CS4, T3, T5, T6, W1, W2, W3, W4, W5]
- In groups, have students research the lives of one of the following well-known modern chefs

and present their findings to the class in a PowerPoint presentation. Have students identify the experiences and qualities that made these chefs so successful and enduring. Have students choose from the following: Paul Bocuse, the Troisgrois brothers, Julia Child, James Ward, Alice Waters, Paul Prudhomme, Wolfgang Puck, Charlie Trotter, James Beard, Martha Stewart, Rocco DiSpirito, Tyler Florence, Jamie Oliver, or Emeril Lagasse. CS1, CS2, CS3, CS4, T3, T4,T6, E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5

- Have students pick their "favorite figure" from foodservice history and research him or her. Students should use as many sources as possible when doing their research, including books, encyclopedias, and the Internet. Some of the topics they may want to focus on are how that "famous figure" began his or her career; his or her most significant contribution to the foodservice industry; and culinary techniques, methods, or philosophies that are still used today. Once the students have gathered their research, have them share their information with the class using a PowerPoint presentation. Perhaps have students come to class dressed as the people they researched. Some suggested "famous figures" from foodservice history are Marcus Gavius Apicius, Marie-Antoine Carême, Georges Auguste Escoffier, M. Boulanger, Apicius, Nicholas Appert, Peter Durand, Caesar Cardini, or Catherine de Medici. CS1, CS2, CS4, T3,T5, T6, E1, E2, E3, E4, E5, E6, R1, R2 R3, R4, R5, , W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate the recipe submitted as a Florentine recipe by using the Food Preparation Assessment Rubric and the Food Evaluation Assessment Rubric.
- Evaluate the feast by using the Food Preparation Assessment Rubric and the Food Evaluation Assessment Rubric.
- Evaluate the outline of the kitchen brigade system for accuracy of content and period.
- Evaluate the timeline listing major events and their relevance to foodservice history for accuracy and completeness.
- Evaluate the menus from history for accuracy according to time period.
- Evaluate the presentation of a modern chef using the Presentation Assessment Rubric.
- Evaluate the research presentation using the Presentation Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Compare and contrast American regional cuisines and international cuisines. (DOK 2) 2PS1

Suggested Objectives

a. Analyze the relationship between global cultures and traditions related to food to include religious practices, ethnicity, demographic variables, colonial exploration, and immigration. (DOK 2)

Suggested Teaching Strategies

- Introduce the Tao philosophy and how it affects Chinese cooking and food preparation.
- Have students discuss how a particular religion or cultural influence has affected their own relationships with food. CS2, CS3, CS5, E1, , S1, S2, S3
- Discuss the types of foods commonly used in Chinese cuisine. Have the students do a search on the Internet about what was the first Chinese cuisine introduced in the United States. CS3, T3, S1, S2,

S3

- Have students discuss the Chinese cuisine they have eaten. From what parts of China do these dishes come? The students should have an opportunity to look at a map of China and recognize where different dishes come from on a map. S1, S2, S3
- Discuss the factors that make Japanese cooking unique. CS3, E1
- Have students research Cha-no-Yu, the Japanese tea ceremony, and present their findings to the class. T3, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6
- Explain how trade was important to India's culinary development. Discuss the foods and spices that make India's cuisine unique. In class, if possible, prepare dishes using some staple Indian foods like lentils, curry, and naan wheat breads. T3, S1, S2, S3
- Introduce the foods that form the basis of Middle Eastern cuisine. Discuss how trade affected Middle Eastern cuisine. CS3, S1, S2, S3
- Have students prepare a meal using Middle Eastern staple foods such as yogurt, eggplant, and stuffed vegetables. S1, S2, S3
- Discuss foods that form the basis of African cuisine. Identify what these foods tell us about travel, trade, and exploration between nations. Explain how settlers from other nations affected the development of African cuisine. CS3, S1, S2, S3
- Discuss the cuisines of the Caribbean and Latin America. Identify the foods that have become a part of North American cuisine. CS3, S1, S2, S3
- Discuss how Latin America and the Native American Indians influenced the growth of North American cuisine. CS3, S1, S2, S3
- Integrate this unit with a social studies class. Have students prepare a meal using the foods first cultivated by the Native American Indians. Social studies class students can be in charge of authenticity, decorations, costumes, and so forth. CS1, CS3, S1, S2, S3
- Discuss typical foods and cooking methods throughout the various regions of the United States. S1, S2, S3
- Create a "Mystery Basket" with ingredients from a global cuisine discussed in this competency. Provide students with recipes, and have them set up an authentic buffet from another part of the world. CS1, CS2, CS3, CS4, S1, S2, S3
- Have students work in small groups and use the Internet to create a menu from one of the following cultures: China, Japan, India, Middle East, Africa, Caribbean, Latin America, or Native America. Once the students have gathered their research, have them share their information with the class. It would be fun to have students come to class dressed in the culture's traditional dress. CS3, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5
- Have students mix together the herbs and spices commonly used in a given country or region, grind or crush them in a mortar and pestle or with the flat of the knife blade, and then smell that combination of seasonings. This provides a decent idea of the flavor components. Use any country or region desired, but prepare seasonings from several different countries to teach the diversity of seasonings used in international cookery. A few suggestions follow: dill and caraway seeds for Russia; curry, turmeric, ginger, fenugreek, coriander, and/or cardamom for India; cumin with minced cilantro and ground chili peppers for Mexico; basil, parsley, garlic, oregano, and rosemary for Italy; or jerk seasoning for Jamaica. Mix the seasonings into some cooked lentils or beans, and have the student taste the result. The bland beans will absorb the seasonings and give the student an excellent idea of the flavor profile for each country. CS2, S1, S2, S3

Suggested Assessment Strategies

- Evaluate the discussion on religion or philosophy using the Group Participation Assessment Rubric.
- Evaluate the Chinese discussion using the Group Participation Assessment Rubric.
- Evaluate the Japanese tea ceremony presentation using the Presentation Assessment Rubric.
- Evaluate the meal prepared using Middle Eastern staple foods activity using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the authentic buffet using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the menu from a specific culture using the Group Work Assessment Rubric.
- Monitor for participation in the spice activity using the Group Work Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Research the history of foodservice in the United States. (DOK 1) [2PS1]

Suggested Objectives

a. Outline the growth of foodservice throughout the history of the United States. (DOK 1)
b. List historical entrepreneurs who influenced foodservice in the United States. (DOK 1)

Suggested Teaching Strategies

- Discuss how the popularity of chain restaurants has drastically increased over the last 10 to 20 years. [S1, S2, S3]
- Have students work in small groups and use the Internet to research the chain's development, what its biggest challenges have been, and what chains need to do to remain successful in the future. Have students present their research to the class. Have students choose from some of the most well-known chain restaurants including McDonald's, Wendy's, Hardee's, Burger King, and Taco Bell. [CS1, CS3, CS4, T3, T4, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5]
- Explain the growth of foodservice from colonial times to the California Gold Rush of 1849. Describe the major technological advancement that occurred after the Civil War and its effect on the foodservice industry. [S1, S2, S3]
- Have students discuss how other technological advancements have affected the foodservice industry like motor travel, airline travel, computers, and so forth. [T4, S1, S2, S3]
- Discuss the major developments in foodservice that occurred in the late 1800s. Identify the changes that took place in the foodservice industry in the early 1900s. [S1, S2, S3]
- Ask students to discuss how eating venues have accommodated our increasingly busy culture. [S1, S2, S3]
- Discuss the development of fast-food restaurants from the 1930s to the 1950s. [S1, S2, S3]
- Describe what makes restaurants unique and how that type of restaurant has become one of the best in the country. [S1, S2, S3]
- Have students complete the "It's All in The Name" activity. Have students research one of the following famous restaurants: 21 Club (New York City), Delmonico's (New York City), Tavern on the Green (New York City), Spiaggia (Chicago), Spago (Los Angeles), or Ambria (Chicago). Have students present their research to the class in poster form or in a PowerPoint presentation. [CS1, CS3, T3, T6, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5]
- Integrate this unit with an American History class. Have the classes work together to develop reports on the relationships between important events in American history and their

relationship to American foodservice, such as the California Gold Rush and cafeterias, transcontinental railroad and The Harvey House, and the Industrial Revolution and lunch service restaurants. [CS2, CS3, T2, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5]

- Have the class develop a foodservice chain for the year 2075. Have students answer the following questions: How will social and economic changes in this country affect the growth of chain restaurants? Do they think there will be more quick-service operations in business? [CS2, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5]

Suggested Assessment Strategies

- Evaluate the research on a famous chain restaurant using the Group Work Assessment Rubric and the Presentation Assessment Rubric.
- Evaluate the group discussion using the Group Participation Assessment Rubric.
- Evaluate the presentation on one of the famous restaurants using the Presentation Assessment Rubric.
- Evaluate the reports written with history class using the Written Report Assessment Rubric.
- Evaluate the development of the chain using the Group Work Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 4: Investigate the future of foodservice. (DOK 2) [2PS12]

Suggested Objectives

a. List current trends in society, and explain how they influence the foodservice industry. (DOK 2)
b. Categorize and differentiate among the segments of the foodservice industry. (DOK 1)
c. Investigate and draw conclusions on the impact of future economic, technological, and social changes in the foodservice industry. (DOK 2)

Suggested Teaching Strategies

- Discuss the current trends that exist in our culture and how these trends affect the foodservice industry. Ask students to discuss current trends in society and how they affect their own lives. Identify the kinds of changes they make to follow these trends and what the trends tell us about our culture. I'm not Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]

- As a team, research current trends in the culinary and hospitality industry. Illustrate this information on a bulletin board in the classroom or on the blackboard site in a Wiki or discussion board forum. (The National Restaurant Association has an excellent Web site with information about trends at http://www.restaurant.org.) [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]

- Develop a timeline, using Inspiration software, showing major trends in the culinary and hospitality industry, beginning in the 1950s and ending with present day. Be creative and extend the timeline with your predictions about trends for the next 10 years, 20 years, and 30 years. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]

- Ask representatives from restaurant equipment companies to visit your class. If you are in a remote area, request literature or a DVD that shows the latest technology that is available. Search the Internet to find this information. Use the Guest Speaker form to evaluate students.

CS1, CS2, CS3, CS4, CS5, W1,W2, W3, W4, W5

- Integrate this activity with your AEST (formerly Ag Science) class. Have students prepare reports on the contribution of innovative farming methods and their relationship to the foodservice industry. Topics for research should include aquaculture, organic farming, hydroponics farming, and genetic engineering. Have students present their findings to the class in poster form or as a PowerPoint presentation. CS3, T2, T3, T4, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5
- Outline and discuss the two major divisions of the foodservice industry. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Discuss the importance of customer service and hospitality to a successful foodservice operation. R1, R2 R3, R4, R5, , S1, S2, S3
- Explain the skills that foodservice employees will need in the 21st century. Have students discuss and prioritize what skills they think are the most important and what skills they think would be the most difficult to learn. Ask students to write a journal on how they think these qualities could be relevant in other careers. You could post this question on the Blackboard discussion board and invite students to respond. CS1, CS2, CS3, CS4, CS5, T2, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5
- Have students complete the "Trend Setters" activity. Have students examine how various trends have affected the foodservice industry today. They should focus on the following trends: women in the workplace, time-saving meals, single adults, health and nutrition, and growing technology. Students should discuss specific restaurants and what they have done to accommodate these trends. Students will present their research to the class. CS2, T3, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate the reports made with the AEST class using the Written Report Assessment Rubric.
- Evaluate the class discussion on skills required of future foodservice employees using the Group Participation Assessment Rubric.
- Evaluate the "Trend Setters" activity using the Group Work Assessment Rubric.
- Assess students' knowledge through a summative assessment using computer response system and/or Blackboard.
- Give a unit test.

Competency 5: Analyze the tourism and travel industry, and determine how the industry will change over time. (DOK 2) 2PS11, 2PS12

Suggested Objectives

a. Explain the role of tourism in the hospitality industry. (DOK 1)
b. Categorize the types of businesses that make up the tourism industry. (DOK 2)
c. List and discuss why people travel. (DOK 1)
d. List the different types of transportation and the advantages and disadvantages of each. (DOK 2)
e. Identify career opportunities offered by the travel and tourism industry. (DOK 1)
f. List and describe required customer service skills in the travel industry. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Discuss tourism and why it is important to the hospitality industry. Define tourism as everything a person needs and pays for when he or she is traveling. That includes transportation, accommodations, food, shopping, and entertainment. Explain that tourism involves every service in the hospitality industry. The types of tourism include cultural and historic, environmental, recreational, and business. Discuss the impact that tourism has on the economy. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Have each student draw a chart indicating the businesses that make up the tourism industry. Utilize Inspiration software, if possible. CS2, T1, T2, T3, T4, T5, T6 S1, S2, S3
- Have each student use the Internet to research the role of tourism in the hospitality industry and write a one-page paper on his or her findings. The paper should address how tourism has grown through the years and identify the different types of tourism with examples provided. CS2, T1, T2, T3, T4, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, R1, R2, R3, R4, R5,
- Have students identify local tourism businesses and discuss the impact those businesses have on the local economy. Have students report their findings to the class in oral presentations. CS1, CS2, CS3 E1, E2, E3, E4, E5, E6
- Lead a class discussion and have students brainstorm why people travel and the types of lodging they require. CS1, CS2, CS3 S1, S2, S3
- Discuss the various modes of transportation that people use when traveling. Include the airplane, car, train, bus, and cruise ship. Discuss the difference between a traveler and a commuter. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Have the students write a short paper or an illustrated outline using a desktop publishing software or Inspiration software to compare and contrast the advantages and disadvantages of travel by airplane, car, train, bus, and cruise ship. Have the students discuss their opinions of the various modes of travel and present facts that support their opinions. CS1, CS2, CS4, T1, T2, T3, T4, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3
- Identify and discuss the different types of careers available in the tourism industry. Identify industry certifications as well as trade associations related to travel and tourism. CS2, CS4, S1, S2, S3
- Have each student select one career and research it using the Internet, trade magazines, newspapers, *Occupational Outlook Handbook*, and Career Center. Have students identify the educational requirements for that career, the job outlook, wages, working conditions, and so forth and prepare a PowerPoint presentation to present their findings to the class. CS2, CS4, T1,T2, T3, T4, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- Discuss the customer service skills required for a career in the tourism industry. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Have students apply customer service skills throughout the school year in lab, class, and catering functions. CS1, CS2, S1, S2, S3
- Have students plan and develop a detailed itinerary for a trip using the following information: You are going to Chicago, "The Windy City," to the NRA Food Show. Students need to plan to have plenty of time to see the food show, which takes about 2 to 3 days, and see some of the tourist sites. You need to research to determine your transportation, hotel arrangements, where you are going to eat, which tours you are going to take, who to contact in the hotel for information about theater tickets in Chicago, and which shops you are going to visit on the Magnificent Mile. You need to know the types of clothing to take since the show is held the

third weekend in March. You should arrive on Wednesday and leave on Sunday. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3, R1, R2, R3, R4, R5,

Suggested Assessment Strategies

- Evaluate the chart of businesses for accuracy.
- Evaluate the one-page paper using the Written Report Assessment Rubric.
- Evaluate the oral presentation using the Presentation Assessment Rubric.
- Evaluate the discussion on why people travel and the lodging they require using the Group Work Assessment Rubric.
- Evaluate the one-page paper on the advantages and disadvantages of various modes of travel using the Written Report Assessment Rubric.
- Evaluate the career report using the Written Report Assessment Rubric.
- Monitor the use of customer service skills throughout the year.
- Evaluate the itinerary activity for completeness, accuracy of timelines, schedules, and so forth.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test.

Competency 6: Analyze the lodging industry. (DOK 2) 2PS3, 2PS11

Suggested Objectives

a. Explain the role of lodging in the hospitality industry. (DOK 1)
b. Describe the differences between leisure and business travelers. (DOK 1)
c. List the characteristics of lodging operations. (DOK 1)
d. Describe the use of forecasting and overbooking in reservations management. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Explain the role of lodging in the hospitality industry is to provide temporary housing for travelers. Provide a brief history of lodging in the United States from the mid 1600s to present day. CS1, CS2 S1, S2, S3
- Have students research the history of the lodging industry and write a one-page paper to provide a time line along with major events that formed the industry into what it is today. CS1, CS2, CS4 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- Discuss and identify the types of careers found in the lodging industry. Identify the administrative departments as general management, accounting and financial management, human resources, and marketing and sales. The service departments are front office, housekeeping, engineering and facility maintenance, security, and food and beverage. Describe the types of jobs performed in each department. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Divide the students into groups, and have each group draw a chart, using desktop publishing software or Inspiration software, with the headings of General Management, Accounting and Financial Management, Human Resources, Marketing and Sales, Front Office Operations, Housekeeping, Engineering and Facility Maintenance, Security, and Food and Beverage. Under

each heading, have the groups list the jobs on the career ladder and the general duties. Have the students use the Career Center and the career investigative software to research for this activity. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,

- Assign each student a specific career to research and develop an oral presentation to make to the class. The student should determine the occupational outlook for the position, education required, salary, working conditions, and so forth. CS1, CS2, CS4, T1, T2, T3, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- Identify and discuss the two types of travelers, leisure and business. Explain the differences in accommodations that each type of traveler expects. Identify various well-known hotel chains, and indicate the type of traveler who would frequent each chain. CS1, CS2 S1, S2, S3
- Divide the class into teams. Have each team clip pictures from magazines or use Inspiration software and make visual aids that illustrate the differences in leisure and business travelers. CS1, CS4, T1,T2, T3, T4, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- Discuss the characteristics of lodging operations. Describe the different types of hotels and their services to include luxury, bed and breakfast, resorts, economy, mid-scale, casino, and convention. Identify national organizations that rate lodging establishments, and discuss the criteria used to determine the rating. Create a Blackboard discussion forum to continue class discussion, and/or have students post findings in a Wiki. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Have students research the characteristics of lodging operations using the Internet. Divide the class into teams, and have the teams compare their research notes. Have each team use its research to write and perform a skit that represents each type of lodging operation. CS1, CS2,C S3, CS4, CS5, T1,T2, T3, T4, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- Have students research using the local library or the Internet to identify organizations that rate commercial lodging establishments and list factors used in determining rating. CS1, CS2,C S3, CS4, CS5, T1,T2, T3, T4, T5, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- Discuss the use of forecasting for management in a lodging operation. Include a discussion about property management systems (PMS), and explain its purpose. Discuss confirmed and guaranteed reservations. Define no-shows, overbook, and under-stays. Have students orally define the term forecasting and then compare the meaning in the restaurant and the hotel industries. Students should also write a short paper on the importance of overbooking reservations and how it is included in forecasting. CS1, CS2, E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- Have students write a paragraph identifying and explaining the advantages of using a property management system. CS1, CS2, CS4, T1, T3, T6 E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, S1, S2, S3 R1, R2, R3, R4, R5,
- If possible, take a field trip to a local lodging establishment. Tour the facility, and interview the manager. CS1, CS2, CS3 E1, E2, E3, E4, E5,E6, S1, S2, S3

Suggested Assessment Strategies

- Evaluate the one-page paper using the Written Report Assessment Rubric.
- Evaluate the chart for accuracy and student participation using the Group Participation Assessment Rubric.
- Evaluate the oral presentation using the Presentation Assessment Rubric.
- Evaluate the magazine activity using the Group Participation Assessment Rubric.
- Evaluate the oral presentation using the Presentation Assessment Rubric.
- Evaluate the skit performed by each group using the Role-Play or Skit Assessment Rubric.
- Evaluate the list of organizations that rate lodging establishments for accuracy.

- Evaluate the written report on property management systems using the Written Report Assessment Rubric.
- Monitor for participation on the field trip.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test using the assessment tools in the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, etc.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Group Participation Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				TOTAL	

Comments:

Food Preparation Lab Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exceptional 5 Points	Good 4 Points	Average 3 Points	Poor 2 Points	Needs Improvement 1 Point	Score
Planning	Exceptionally prepared, well planned and thought out, and very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, and most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					TOTAL	

Comments:

Prepared Food Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Possible Points	Earned Points	Comments
Appropriate preparation techniques	25		
Presentation and creativity	10		
Serving temperature	10		
Taste, texture, and flavor	25		
Garnish	10		
Followed the recipe	20		
	TOTAL		

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Role-Play or Skit Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS1 The History of Foodservice
2PS11 Tourism and the Retail Industry
2PS12 Communicating with Customers

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Select and store potatoes, grains, legumes, and pasta. (DOK 2) [2PS2, SS2, SS3, SS7, SS8]

Suggested Objectives

a. Outline methods to select, receive, and store potatoes and grains. (DOK 2)
b. Distinguish between different types of wheat. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Discuss the various types of potatoes and their characteristics. Discuss how to properly store potatoes. Bring to class different types of potatoes. Have students identify them and note their similarities and differences. [R1, R2 R3, R4, R5, , S1, S2, S3, E1, E2, E3, E4, E5, E6]
- Have students research different varieties of potatoes to answer the following questions: How many varieties exist? What are the characteristics of some of the varieties? How were new potatoes first discovered and cultivated? What is the potato capital of the United States? How was the potato involved in the 1992 presidential election? [CS2, T3, R1, R2 R3, R4, R5, , S1, S2, S3, E1, E2, E3, E4, E5, E6]
- Discuss potato safety to include exposure to light, washing, trimming, and bacterial growth. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5]
- Discuss the various types of grains and starches. Discuss how some popular grains are used. Discuss other types of flour and grains that are becoming more commonly used today, such as oat bran, bran, rice, and so forth. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5]
- Ask students to research healthful recipes that use flour such as bran, rice, or whole wheat and present their recipes to the class. Discuss how to properly store grains. [CS2, T3, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6]
- Discuss the various types of legumes. If possible, obtain as many different varieties of legumes as are locally available. Ask students which types of dried legumes they have eaten and which varieties they may not have seen before but would like to try. Use their answers to determine which recipes to prepare in this unit. Discuss how to store legumes. Discuss legume safety to include shelf life and what to discard when washing. [CS3, S1, S2, S3]
- Discuss the types of dried pasta and noodles. If possible, obtain as many different types of dried pasta as possible to show in class. Ask students which shapes they are most familiar with and which varieties they may not have seen before. Ask students to suggest some creative ways to use some of the different shapes. Discuss with students how to properly store pasta to include dry storage guidelines and FIFO. [S1, S2, S3]
- Have students bring (or provide for them) a recipe for potatoes they can prepare in this unit. [CS2, CS4, S1, S2, S3]
- Integrate this activity with a history class. The history class will present a brief history of the potato to the culinary arts class. Divide the culinary arts class into four groups. Each group is to devise and prepare a recipe for potato salad using a minimum of 12 ingredients. The class and instructor should then select the best recipe. The history class and the culinary arts class can

sample the winning potato salad. CS1, CS2, CS3, CS4, S1, S2, S3

- Integrate this activity with a science class. The science class can demonstrate the electric conductive properties of the potato. CS2, S1, S2, S3
- Integrate this activity with a biology class. The biology class can describe the properties of the potato and other tubers. CS2, S1, S2, S3
- Integrate this activity with an English class. The English class can write "Ode to the Potato" poems and present the five best poems. CS2, T1, E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate the answers to questions about the varieties of potatoes using the Potatoes Checklist.
- Evaluate the recipes presented to the class using the Presentation Assessment Rubric.
- Evaluate the food prep activities using the Food Preparation Assessment Rubric and the Prepared Food Evaluation Rubric.
- Analyze the recipes submitted for nutritional content.
- Evaluate the integration activities for student participation and outcomes.
- Award extra points to the students with the best poems.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Create, prepare, and critique classic potato recipes. (DOK 3) 2PS2, SS6, SS7, SS8

Suggested Objectives

a. Identify and describe various types of potatoes. (DOK 1)
b. Using a variety of recipes and cooking techniques, prepare potatoes. (DOK 3)

Suggested Teaching Strategies

- Discuss ways to prepare potatoes. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5
- Ask students to match recipes with cooking methods discussed in class. S1, S2, S3
- Bring various varieties of potatoes to class. Discuss the different kinds of potatoes and their unique characteristics. CS2, S1, S2, S3
- Discuss the concept of single-stage and multiple-stage cooking techniques. Have students match recipes with each technique. CS2, S1, S2, S3
- Discuss and demonstrate procedures for boiling potatoes. S1, S2, S3
- Have students practice boiling potatoes. CS1, CS2, CS4, S1, S2,S3
- Discuss and demonstrate procedures for steaming potatoes. S1, S2, S3
- Have students practice steaming potatoes. CS1, CS2, CS4, S1, S2, S3
- Discuss the procedures for baking potatoes. Demonstrate baking potatoes with and without foil. Have students discuss the differences in the way the potato cooks. CS2, S1, S2, S3
- Discuss the procedures for baking potatoes en casserole. Ask students to think about healthy substitutes for some of the ingredients used when cooking potatoes en casserole. Modify a recipe to make it lower in fat. CS2, S1, S2, S3, W1, W2, W3, W4, W5
- Discuss the procedures for sautéing potatoes. Demonstrate and practice sautéing potatoes. Have students suggest additional ingredients to add flavor to sautéed potatoes. CS2, S1, S2, S3
- Have students research and present an ethnic or traditional potato recipe. Vote to decide which

recipes to prepare. CS2, CS3, S1, S2, S3

- Discuss and demonstrate the procedures for deep-frying potatoes. CS2, CS4, S1, S2, S3
- Have students practice deep-frying potatoes. CS2, CS4, S1, S2, S3
- Discuss and demonstrate the procedures for puréeing, whipping, and mashing potatoes. CS2, CS4, S1, S2, S3
- Have students practice puréeing, whipping, and mashing potatoes. CS2, CS4, S1, S2, S3
- Have students bring in their Thanksgiving day potato recipe. Have students pick their favorite recipe and prepare it as a class. CS2, CS4, S1, S2, S3
- Discuss and demonstrate how to retain nutrients and prevent discoloring when preparing potatoes. CS2, CS4, S1, S2, S3

Suggested Assessment Strategies

- Evaluate the matching exercises for accuracy.
- Evaluate students' demonstrations of procedures for boiling, steaming, baking, sautéing, deep-frying, pureeing, whipping, and mashing potatoes using the Potato Preparation Checklist.

Competency 3: Create, prepare, and critique legumes and grain foods. (DOK 3) 2PS2, SS6, SS7, SS8

Suggested Objectives

a. Identify and describe the different types of grains and legumes. (DOK 1)
b. Using a variety of recipes and cooking techniques, prepare grains and legumes. (DOK 3)

Suggested Teaching Strategies

- Display a variety of grains and legumes. Discuss why grains and legumes must be cooked. Discuss and demonstrate the procedures for rinsing grains and legumes. Have students practice rinsing grains and legumes. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5
- Discuss and demonstrate the procedures for soaking and cooking dried legumes. Soak dried legumes in class. Have students discuss what happens to legumes as they are soaked for different periods of time. Have students practice preparing legumes. CS4, S1, S2, S3
- Discuss and demonstrate procedures for steaming grains. Have students practice steaming grains. CS4, S1, S2, S3
- Ask students to prepare their own grain recipes. Have students pick their favorite recipes and prepare them for the class. CS4, S1, S2, S3
- Discuss and demonstrate the procedures for making a pilaf. Ask students to research from which part of the world pilaf originates and identify the herbs, spices, and seasonings that work well with pilaf. Have students prepare pilaf in class using students' suggestions for additional spices and flavorings. Have students present their findings to class using a PowerPoint presentation. CS2, CS3, CS4, T3, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6
- Discuss and demonstrate the procedures for making risotto. Have students practice making risotto. Ask students to suggest variations of the risotto recipe. CS4, S1, S2, S3
- Have students research and present a region of the world and a grain or legume dish served there. Find a recipe for the dish, and prepare the recipe for class. CS3, CS4, T1, T3, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6

Suggested Assessment Strategies

- Evaluate student's procedures in preparing grains and legumes using the Grains and Legumes Checklist.
- Evaluate the prepared grains and legumes using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the presentations using the Presentation Assessment Rubric.

Competency 4: Create and evaluate pasta and dumplings. (DOK 3) [2PS2, SS6, SS7, SS8]

Suggested Objectives

a. Identify and describe various types of pasta and dumplings. (DOK 1)
b. Using a variety of recipes and cooking techniques, prepare pasta and dumplings. (DOK 3)

Suggested Teaching Strategies

- Bring in a variety of pastas. Have a classroom discussion on the importance of matching the shape and flavor of the pasta with the right sauce. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Discuss various pasta and dumplings. Ask students to name their favorite types of pasta and dumplings. Discuss the basic ingredients of pasta and dumpling dough. Discuss the advantages and disadvantages of dried and fresh pasta. Discuss how to make basic pasta dough. Discuss variations in pasta dough. Review sanitation procedures to be followed when working with dough and batter. [CS1, CS4, S1, S2, S3]
- Have students practice making fresh pasta. [CS2, CS4, S1, S2, S3]
- Have students observe the cooking times for fresh pasta vs. dried pasta. Discuss storage procedures for both types of pasta. [CS1, CS2, S1, S2, S3]
- As a class, create a pasta buffet, using fresh and commercial dried pasta dishes. Match the shape, type, and flavor of the pastas to the sauces used. [CS1, CS2, CS3, CS4, CS5, S1, S2, S3]
- Discuss and demonstrate the procedures to cook dumplings. [CS1, CS2, CS4, S1, S2, S3]
- Have students practice cooking dumplings. [S1, S2, S3]
- Ask students to research different types of dumplings used in ethnic cuisines. Students may improvise a dumpling recipe by using a different filling. Have students prepare their recipes for the class. [CS1, CS2, CS3, CS4, CS5, T3, T4, R1, R2 R3, R4, R5, , S1, S2, S3, E1, E2, E3, E4, E5, E6]
- If possible, invite a guest chef to class to talk about the versatility of cooking with pasta. Have the guest sample the class creations. [CS1, CS2, CS3, CS4, CS5, T2, S1, S2, S3]

Suggested Assessment Strategies

- Evaluate students' procedures in preparing pasta and dumplings using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Give a unit test using the assessment tools found in the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, etc.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Food Preparation Lab Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exceptional 5 Points	Good 4 Points	Average 3 Points	Poor 2 Points	Needs Improvement 1 Point	Score
Planning	Exceptionally prepared, well planned and thought out, and very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, and most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					TOTAL	

Grains and Legumes Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student used the correct preparation techniques when preparing the following:

	Yes	No
1. Properly rinsed grains/legumes	___	___
2. Prepared legumes	___	___
3. Steamed grains	___	___
4. Prepared pilaf	___	___
5. Prepared risotto	___	___

Potatoes Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Did the student locate the correct answer to the following questions?

	Yes	No
1. How many varieties of potatoes exist?	___	___
2. What are the characteristics of some of the varieties?	___	___
3. How were new potatoes first discovered?	___	___
4. How were new potatoes first cultivated?	___	___
5. What is the potato capital of the U.S.?	___	___
6. How was the potato involved in the 1992 presidential election?	___	___

Potato Preparation Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student used the correct preparation techniques when preparing the following potatoes:

	Yes	No
1. Boiled	___	___
2. Steamed	___	___
3. Baked	___	___
4. Sautéed	___	___
5. Deep-fried	___	___
6. Pureed	___	___
7. Whipped	___	___
8. Mashed	___	___

Prepared Food Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Possible Points	Earned Points	Comments
Appropriate preparation techniques	25		
Presentation and creativity	10		
Serving temperature	10		
Taste, texture, and flavor	25		
Garnish	10		
Followed the recipe	20		
	TOTAL		

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS2 Potatoes and Grains
SS2 The Microworld
SS3 Contamination, Food Allergens, and Foodborne Illness
SS6 The Flow of Food: Purchasing and Receiving
SS7 The Flow of Food: Storage
SS8 The Flow of Food: Preparation

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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Johnson & Wales University. (2006). *Culinary essentials*. New York, NY: Glencoe McGraw-Hill.

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Ray, M., & Lewis, E. (2001). *Exploring professional cooking*. New York, NY: Glencoe McGraw-Hill.

Scripps Networks, Inc. (2005). *The food network*. Retrieved December 18, 2007, from http://www.foodnetwork.com/

The potato information site. (n.d.). Retrieved December 18, 2007, from http://npcspud.com/

The United States Department of Agriculture. (2005). *Mypyramid.gov*. Retrieved December 18, 2007, from http://www.mypyramid.gov/pyramid/grains.html

USA Rice Federation. (2004). *Rice, a world of great ideas*. Retrieved December 18, 2007, from http://www.usarice.com/

For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Demonstrate various types of high-quality service in the foodservice industry. (DOK 2) 2PS4

Suggested Objectives

a. Demonstrate the similarities and differences among American, French, English, Russian, and self-service styles. (DOK 2)
b. Describe and demonstrate table side preparations such as carving meats and slicing desserts. (DOK 2)
c. Describe traditional service staff, and list the duties and responsibilities of each. (DOK 1)
d. Identify various server tools and the correct way to stock a service station. (DOK 2)
e. Dramatize ways of describing and recommending menu items to guests. (DOK 2)
f. Dramatize ways of effectively resolving customer complaints. (DOK 2)
g. Demonstrate setting and clearing items properly. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Discuss the specific traits of the American, French, English, Russian and self-service styles. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5
- Have students draw five circle maps to compare and contrast all of the styles and write a short paper using the facts in the circle maps. Incorporate the use of the Inspiration software. CS2, CS4, T1, T3, T4, T6, R1, R2 R3, R4, R5, , W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6
- Divide the class into five teams. Assign each team a style to design a skit to be presented to the class. The class will analyze each skit and dissect each step that makes the skit that particular country's service style. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6 R1, R2 R3, R4, R5, , W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6
- After reading the textbook, have the students discuss and chart on paper the traditional service staff. Incorporate the use of the Inspiration software. CS2, CS4 R1, R2 R3, R4, R5, , W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6
- Have students play a game of charades where they act out a specific job duty and the class guesses the name of the service staff. CS1, CS2, CS3, CS4, S1, S2, S3
- Have students identify server tools by displaying a tool and identifying the name of the tool. The first student to identify the tool gets one point. CS1, CS2, CS4, S1, S2, S3
- After students have read the textbook, have the class divide into teams and draw a chart of a service station. Have the team label what goes in the service station. Have the teams discuss why each item is placed where it is. The best team will direct the other classmates when stocking the service station. CS1, CS2, CS3, CS4, CS5, S1, S2, S3
- Show a video on suggestive selling, and have a classroom discussion. CS1, CS3, T2, T3
- Divide the students into teams of three or four. One student will be the server and will demonstrate suggestive selling to the customer teammates as the class critiques the demonstration. Have the class make suggestions of ways to correct weaknesses and applaud for those who do well. CS1, CS2, CS3, CS4, CS5, S1, S2, S3

- Write customer problem scenarios on a slip of paper. Call students at random from the class to pull a scenario and correctly demonstrate how an employee should handle the problem. CS1, CS2, CS3, CS4, CS5, S1, S2, S3
- After viewing a demonstration or video on table setting, have the students set several different types of covers. CS1, CS2, CS4, S1, S2, S3
- Discuss and demonstrate which covers are to be set based on various menus (for example, soup and sandwich with a glass of milk and Russian dessert placement for pie à la mode). CS2, CS4, T2, S1, S2, S3
- Specify a menu, and have the students set the correct cover at their seats using the lab dishes. S1, S2, S3
- Discuss and demonstrate the correct placement of each utensil in a cover. Have the students set a cover properly. CS2, CS4, T2, S1, S2, S3
- Discuss and demonstrate how to serve customers and remove soiled dishes correctly. Have the students demonstrate how to serve customers and remove soiled dishes correctly. CS2, CS4, T2, S1, S2, S3
- Prepare a meal for the class, or have the students prepare a meal. Assign positions of host, servers, bussers, and cashier. Take orders, transmit orders, and serve the meal. Have "guests" evaluate service using a serving rubric developed by the class. CS1, CS2, CS3, CS4, W1, W2
- Have students view a video on napkin folding. Pause the video, and have the students fold the napkins as you go. CS1, CS2, CS3, CS4, T2, S1, S2, S3
- Assign each student to demonstrate five napkin folds to a parent and three to a teacher. The parents and teachers should send a signed note stating which napkins folds where shown. For extra credit, have the students instruct teachers on how to fold napkins. CS1, CS2, CS3, CS4, S1, S2, S3

Suggested Assessment Strategies

- Evaluate the circle maps and the paper using the Written Report Assessment Rubric.
- Evaluate the skit using the Role-Play or Skit Assessment Rubric.
- Evaluate the chart of traditional service staff using the Service Staff Checklist.
- Provide extra points for the identification of staff game.
- Provide extra points for the identification of server tools game.
- Evaluate the chart of the service station for accuracy. Use the Group Work Assessment Rubric to evaluate participation in the activities.
- Evaluate the suggestive selling activity using the Group Work Assessment Rubric.
- Evaluate the analysis of the scenario on solving customer problems for accuracy.
- Evaluate setting covers for accuracy.
- Evaluate serving and cleaning activity for accuracy.
- Evaluate the students on their service using the Table Service Rubric.
- Evaluate the students on the napkin folding activities for accuracy.
- Assess students' knowledge through a summative assessment using computer response system and/or Blackboard.

Competency 2: Demonstrate personal dining etiquette. (DOK 1) 2PS4

Suggested Objectives

a. Identify the various types of dining utensils and their proper use. (DOK 1)

Suggested Teaching Strategies

- Lead a discussion on dining utensils. Ask students to identify the different types of dishes and flatware used in the area restraints. Discuss each of the various types of dining utensils, identify it, and describe its purpose. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5
- Display each dining utensil, and have the students identify it. Have students practice until they feel confident that they know the names. CS1, CS2, S1, S2, S3
- Display a variety of all types of dining utensils, and have the students classify each utensil as flatware, serving ware, glassware, and so forth and recite the purpose of the utensil. CS1, CS2, CS3, CS4 S1, S2, S3
- In small groups, and using trade journals or the Internet, have students make posters or PowerPoint presentations showing different types of settings used in restaurants. Have students discuss the types of wares that would be appropriate to different operations and themes. Have students label the different serving pieces in their posters or presentations. CS1, CS2, CS3, CS4 , T1, T2, T3, T4,T5, T6, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6
- Give each student a slip of paper. Have the student write a review question on the paper. Collect the papers, and put them in a bowl. Have students draw and answer the question they receive. Extra bonus or homework points can be earned for answering correctly. CS1, CS2, CS3, CS4, W2, S1, S2, S3

Suggested Assessment Strategies

- Provide extra points for the identification activities.
- Provide extra points for correct answers to review questions.
- Evaluate each group using the Presentation or Poster Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test using the assessment tools found in the Blackboard Learning System.

Competency 3: Demonstrate positive customer communications. (DOK 2) 2PS12

Suggested Objectives

a. List ways to respond to and resolve customer complaints. (DOK 1)
b. List and demonstrate effective writing skills. (DOK 2)
c. Model proper and courteous telephone skills through demonstrations. (DOK 2)
d. State guidelines for communicating effectively during and after a crisis. (DOK 2)
e. Demonstrate effective listening and speaking skills. (DOK 2)
f. List and discuss examples of innovative ways to attract and keep customers. (DOK 1)
g. Demonstrate suggestive selling techniques. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Discuss the importance of positive customer communications. Explain the negative impact that a restaurant can suffer if customers are not handled in a positive manner. Explain the "Rule of

10." Provide specific examples of situations where positive customer communication is important, and discuss ways to correctly handle these situations. CS2 S1, S2, S3

- Provide real-world case studies for students to analyze, and make suggestions of ways to provide positive customer communications. CS1, CS2, CS3, CS4, S1, S2, S3
- Have students write a short paper on the results of good communication. The paper should include the following aspects of good communication: workers who have good attitude and communication that has low turnover, eliminates misunderstandings, and reduces stress in the workplace. CS2, CS3, CS4, T1, T2, T3, T4, T5, T6, W1, W2, W3, W4, W5, S1, S2, S3
- Explain the importance of written customer communication in a business. Discuss the "ABCs of Business Writing," which are Audience, Brevity, and Clarity. List ways to polish writing. Provide good and bad examples of written business communication. CS2 S1, S2, S3
- Assign each student a specific customer problem, and have the student respond to the problem by writing a business letter. CS1, CS2, CS4, T1, T2, T3, T4, T5, T6, W1, W2, W3, W4, W5, S1, S2, S3
- Discuss the importance of communicating effectively on the telephone. Cover basic telephone skills, such as putting customers on hold and resolving complaints on the phone. Provide examples of good telephone communication skills and poor telephone communication skills. CS2 S1, S2, S3
- Provide a scenario where a person calls several different restaurants for reservations. Each restaurant provides very different telephone greetings. Have each student analyze the telephone greetings from each restaurant and decide which restaurant will get the business. CS1, CS2, CS3 S1, S2, S3
- Discuss the importance of communications during and after a crisis. Define crisis to be any situation that threatens to have a negative effect on the business. Provide examples of crisis situations. Discuss the steps to handling a crisis situation to include listening to the customer, discussing the facts, never pressuring the customer, offering help immediately and carefully, limiting what one says, following up, and informing the customer of the outcome. Discuss ways to deal with the media in a crisis. CS2 S1, S2, S3
- Provide real-world case studies of crisis situations in restaurants. Have students analyze the situations and provide in writing a detailed summary of the appropriate way to handle the crisis. CS2, T1, T2, T3, T4, T5, T6, W1, W2, W3, W4, W5, S1, S2, S3
- Role-play a crisis situation in a restaurant involving the media. Have the manager of the restaurant interviewed by the media. CS1, CS2, CS3, CS4 S1, S2, S3
- Discuss the importance of listening and speaking correctly when communicating in business. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5
- Have students demonstrate effective listening skills by participating in the following activity: The teacher is to select two students to role-play a restaurant situation. One student is to be the manager; the other is a new employee. The rest of the class will take notes when the manager gives the new employee any directions. After the role-play, the person playing the new employee should repeat as many of the instructions as he or she can remember. The new employee cannot ask for any help or new information. The rest of the students should write what the new employee heard and compare that to the list they jotted of instructions. The students should discuss things such as if the manager gave clear and specific instructions, if the new employee asked questions, if the new employee remembered all the instructions, what was left out, why the employee did not remember the instructions, why any info was substituted or confused, and why this did or did not happen. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6 S1, S2, S3
- Discuss innovative ways to attract and keep customers. Explain the importance of constantly finding ways to do this. Discuss promotional campaigns and how they are used to build and

maintain business. Identify the strategies and methods used in a promotional campaign. CS2

- Discuss and identify the different types of promotions such as trade, trial and usage, sampling, coupons, special offers, specialty items, premiums games, contests, sweepstakes, and point-of-sale promotions. CS2, S1, S2, S3
- Divide the students into teams, and have each team develop a promotion for the new cafeteria line at the school. This new food line specializes in soul and Creole food. Pralines or pecan candy, as it is also known, is the special dessert. In fact, the pralines are so famous the cafeteria has created a new dessert using the praline, mixed with caramel cake, chocolate sauce, whipped cream, and topped with a cherry. The cafeteria needs a name to put on the menu for the new dessert before it serves it to the mayor and board of alderman at the spring luncheon. Have the students incorporate as many promotional methods and strategies from this unit as possible to promote the new food line and name the new dessert. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, W1, W2, W3, W4, W5, S1, S2, S3
- Discuss suggestive selling techniques as an inexpensive way to promote products and services. Provide examples of suggestive selling techniques in a restaurant. CS2 S1, S2, S3
- Have students demonstrate suggestive selling techniques when faced with menu shortages, requests for information, or other customer needs, and as a class/group, give positive feedback on things that need changing and things that were done well. CS1, CS2, CS3, CS4 S1, S2, S3

Suggested Assessment Strategies

- Evaluate the case studies using the Case Study Assessment Rubric.
- Evaluate the paper using the Written Report Assessment Rubric.
- Evaluate the business letter using the Business Letter Assessment Rubric.
- Evaluate the telephone greeting activity using the Case Study Assessment Rubric.
- Evaluate the written report on the case study of a crisis situation using the Case Study Assessment Rubric and the Written Report Assessment Rubric.
- Evaluate the role-play activity using the Role-Play or Skit Assessment Rubric.
- Evaluate the listening exercise using the Group Participation Assessment Rubric.
- Evaluate the promotions activity for creativity, accuracy, and so forth.
- Evaluate the suggestive selling activity using the Group Participation Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test using the assessment tools found in the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Business Letter Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing	Most elements are missing or out of place	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME:_____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, etc.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Service Staff Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student has included each of the following service staff positions:

_____Maitre d' hotel

_____Head waiter

_____Captain

_____Front waiter

_____Apprentice

Table Service Rubric

NAME: _____

SERVER BEING EVALUATED: _____

Customer Service Skill	Needs Improvement 1	Satisfactory 2	Good 3	Very Good 4	Exemplary 5	Score
Greets customers with a smile; maintains eye contact						
Places water glass above the entrée knife						
Takes and repeats beverage order						
Carries beverage tray at waist level with left hand						
Serves beverages with right hand and places beverage on customer's right						
Handles beverage glass below rim						
Properly refills glass						
Uses open-ended questions						
Practices highlighting and/or up selling						
Confirms order						
Takes menus from customer						
					TOTAL	

Comments:

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS4 The Art of Service
2PS12 Communicating with Customers

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Create, prepare, and evaluate breads. (DOK 3) [2PS5, SS6, SS7, SS8]

Suggested Objectives

a. Describe the function of common ingredients in baking. (DOK 2)
b. Identify and prepare yeast breads and quick breads. (DOK 3)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Discuss and identify the function of common ingredients in baking. Include flour, sugar, salt, yeast, eggs, and so forth in the list. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5]
- Have students develop a list of common ingredients and terms used in baking, and provide a definition of each to include the function. Use Inspiration software, if possible, to illustrate relationships. [CS1, CS2, T1, T2, T3, T6, R1, R2 R3, R4, R5, , W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6]
- Discuss and identify yeast breads and terms associated with the preparation of yeast breads. [CS1, CS2, S1, S2, S3]
- Demonstrate preparation techniques for yeast breads. [CS1, CS2, CS4, S1, S2, S3]
- Have students develop a list of common yeast breads, and locate recipes for each. [CS2, T1, T3, S1, S2, S3, W2]
- Divide the students into teams, and assign each team a yeast bread recipe. Have each team prepare the recipe in the lab and then evaluate the finished product. [CS1, CS2, CS3, CS4, CS5, S1, S2, S3]
- In teams, have the students create a Basic Lean Dough, but assign them different leaveners. See the year 2, unit 5 on Blackboard for the recipe. [CS1, CS2, CS3, CS4, CS5, S1, S2, S3]
- Discuss and identify quick breads and terms associated with the preparation of quick breads. [CS2, S1, S2, S3]
- Demonstrate the preparation of quick breads. [CS1, CS2, CS3, CS4, S1, S2, S3]
- Have students develop a list of common quick breads, and locate recipes for each. [CS1, CS2, CS3, CS4, T3, T6 S1, S2, S3, W2]
- Divide the students into teams, and assign each team a quick bread recipe. Have the team prepare the recipe in the lab, and then evaluate the finished product. [CS1, CS2, CS3, CS4, S1, S2, S3]

Suggested Assessment Strategies

- Evaluate the list of ingredients/terms for yeast breads and their purposes using the Baking Ingredients Checklist.
- Evaluate the list of ingredients/terms for yeast breads and their purposes for accuracy.
- Evaluate the prepared yeast breads using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the Basic Lean Dough with the Yeast Breads Evaluation Worksheet.
- Evaluate the list of ingredients/terms for quick breads and their purposes for accuracy.
- Evaluate the prepared quick breads using the Food Preparation Assessment Rubric and the

Prepared Food Assessment Rubric.

Competency 2: Create, prepare, and evaluate baked goods. (DOK 3) [2PS5, SS6, SS7, SS8]

Suggested Objectives

a. Discuss and prepare cakes, cookies, pies, and other desserts. (DOK 3)

Suggested Teaching Strategies

- Discuss and demonstrate the preparation techniques used in preparing cakes, cookies, pies, and other desserts. Identify terms associated with the preparation of dessert items. [CS1, CS2 S1, S2, S3]
- Have students develop a list of common ingredients and terms used in the preparation of desserts and provide a definition of each to include the function. [CS1, CS2, T1, T2, T3, T6, S1, S2, S3, W2]
- Have each student collect a recipe for a cake, a cookie, a pie, and another dessert. [CS2, T3, T5 S1, S2, S3]
- Divide the students into teams, and assign each team a recipe for a cake, cookie, pie, or other dessert. Have the team prepare the recipe in the lab, and then evaluate the finished product. [CS1, CS2, CS3, CS4, CS5 S1, S2, S3 W1, W3]

Suggested Assessment Strategies

- Evaluate the list of ingredients/terms used in the preparation of desserts and their purposes for accuracy.
- Evaluate the prepared desserts using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Give a unit test.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, etc.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Purchase Orders Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student included the following items on the purchase order:

_____Name, address, and phone number

_____Buyer's name

_____Name of supplier, address, and phone number

_____Supplier's contact person

_____Date of order

_____Desired date of receipt

_____Shipping method

_____Product description

_____Size of product

_____Unit price

_____Total price for all items to be purchased

_____Sales tax, shipping, and other special charges

_____Grand total of entire order

_____Special information about items or delivery

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS5 Desserts and Baked Goods
SS6 The Flow of Food: Purchasing and Receiving
SS7 The Flow of Food: Storage
SS8 The Flow of Food: Preparation

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Apply marketing principles to foodservice. (DOK 2) [2PS6]

Suggested Objectives

a. Define marketing. (DOK 1)
b. Describe market segmentation. (DOK 1)
c. Differentiate between a restaurant promotion and public relations. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Define and discuss marketing as it relates to the foodservice industry. Review the definition of service, and define marketing as the plan of how to find the right customers and sell them your product or service. Define the market as your customers. Provide examples of marketing that has occurred in the school setting. [CS1, CS2, CS4, T3 S1, S2, S3]
- Divide students into groups, and have them identify and discuss forms of marketing that they have witnessed on the television, radio, magazines, stores, restaurants, and so forth. [CS2, CS3, T2, T3, T5, T6 S1, S2, S3]
- Discuss and define market segmentation as the identification of small groups of people with similarities. To segment the market is to identify specific information about the customers. This information provides you greater detail of their wants and needs. The detailed information is known as demographics. [CS2 S1, S2, S3]
- Provide a case study of an individual or group of people, and have the students identify their demographics. For example, if the case study is about a group of teenagers who attend your school, determine what the students' wants and needs might be. [CS2, CS3, CS4 S1, S2, S3]
- Have students identify and collect local market information to be used to design a marketing plan for the school cafe or catering service. Have students consider the product-service mix, marketing mix, and market trends when planning. [CS1, CS2 S1, S2, S3]
- Define and discuss forecasting as it relates to marketing and foodservice. Forecasting is estimating, before production, what the sales will be. Provide an example of forecasting to the students based on sales history. [CS1, CS2 S1, S2, S3]
- Provide a case study of a restaurant scenario, and include sales history. Have each student forecast sales based on history. [CS1, CS2, CS4, T3 S1, S2, S3]
- Discuss the difference between a restaurant promotion and public relations. Identify public relations campaigns from current events. Discuss negative and positive public relations. [CS1, CS2 S1, S2, S3]
- Have students write a short paper in which they define public relations and give specific examples of how positive and negative public relations will affect business. [CS1, CS2, CS3, T5, T6, S1, S2, S3, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6]
- Divide students into teams, and using desktop publishing software, have teams design a promotion for their restaurant or catering service. Have the teams swap promotions and critique each other's work. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4,T5, T6, S1, S2, S3, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6]

Suggested Assessment Strategies

- Evaluate the group activities using the Group Work Assessment Rubric and the Group Participation Assessment Rubric.
- Evaluate the case study exercise using the Case Study Assessment Rubric.
- Evaluate the local market information and the marketing plan for accuracy of content.
- Evaluate the forecasting activity using the Case Study Assessment Rubric.
- Evaluate the paper on public relations using the Written Report Assessment Rubric.
- Evaluate the promotion design activity using the Group Work Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 2: Develop a menu. (DOK 3) [2PS6]

Suggested Objectives

a. Define á la carte, table d'hôte, California menu, du jour, and cycle menus. (DOK 1)
b. Organize the information on a menu. (DOK 1)
c. Write and create the layout of a menu. (DOK 3)

Suggested Teaching Strategies

- Define, differentiate, and discuss á la carte, table d'hôte, California, du jour, and cycle menus. Either locate paper carry out examples from restaurants, or write examples of á la carte, table d'hôte, California, du jour, and cycle menus. [CS1, CS2, CS3, CS4, T1 S1, S2, S3]
- Using desktop publishing software, assign partners, and have each team design a menu for a café or a catering menu to be used as a sales technique and shown to customers. [CS1, CS2, CS3, CS5 E1, E2, E3, E4, E5, E6, S1, S2, S3, W1, W2, W3, W4, W5]
- Divide students into teams, and have them create and present a rap, song, poem, or skit about the different types of menus. [CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6, S1, S2, S3, W1, W2, W3, W4, W5, E1, E2, E3, E4, E5, E6]

Suggested Assessment Strategies

- Evaluate the menu design activity for creativity and accuracy.
- Evaluate the rap, song, poem, or skit activity using the Group Work Assessment Rubric and the Group Participation Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Examine the purchasing process. (DOK 1) [2PS7]

Suggested Objectives

a. Explain the relationship between primary and intermediary sources and retailer. (DOK 1)
b. Explain the difference between formal and informal purchasing processes. (DOK 1)

Suggested Teaching Strategies

- Explain the process of purchasing in foodservice. Discuss the main people involved in the

purchasing relationship from the field/ranch to the restaurant. Discuss differences in the buyers' roles depending on the size and type of foodservice operation. Discuss the main differences between formal and informal purchasing methods. CS1, CS2, S1, S2, S3

- Display two similar food items that were bought for different prices at two stores. Explore various reasons for the stores' different prices. CS1, CS2, CS3, S1, S2, S3
- Have students name actual restaurants that fit the three main types of foodservice operations. CS2 S1, S2, S3
- Have students name several different food items and develop their understanding of distribution by charting the path of these items as they move from the field/ranch to a restaurant. Utilize Inspiration software, if possible. CS1, CS2, CS3, CS4, T3, T4, T6, S1, S2, S3, W1, W2, W3, W4, W5,
- Have students create a mini-poster to illustrate the channel of distribution for a particular food item. CS2, CS3, CS4, T1, T2, T3, T4, T5,T6, S1, S2, S3, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate the charting activity for accuracy.
- Evaluate the poster using the Poster Assessment Rubric.
- Assess students' knowledge through a summative assessment a using computer response system and/or Blackboard.

Competency 4: Develop standard ordering procedures. (DOK 2) 2PS7

Suggested Objectives

a. Develop a specification list for items based on inventory information. (DOK 2)
b. Write purchase orders for items to be purchased. (DOK 2)

Suggested Teaching Strategies

- Discuss the importance of specifications in buying goods and services. Discuss why fresh produce has become an important feature on many restaurant menus over the past 20 years. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5
- Discuss with students federal grading and inspection procedures. Highlight the differences in terminology between different foods that are federally graded. Discuss with students packers' brands. CS2, CS3 S1, S2, S3
- Discuss with students the essential parts of a purchase order. S1, S2, S3
- Divide students into small groups. Have students pretend they are the buyers for a local pizzeria. They need to purchase goods to make their world famous pizza pie. The "suppliers" for this activity will be two or three local grocery stores in their area. Students will develop a specification list of key pizza ingredients. CS1, CS2, CS3, CS4, S1, S2, S3, W1, W2, W3, W4, W5
- Bring in a sample purchase order. Have students write a purchase order for three of the items on their specification sheets, using imaginary names for "suppliers." CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5,T6, S1, S2, S3, W1, W2, W3, W4, W5, M1, M2
- Invite your school district's cafeteria supervisor to discuss specifications and purchase orders. CS2, CS3, S1, S2, S3

Suggested Assessment Strategies

- Evaluate the specification list of ingredients for pizza for accuracy of items to be ordered and quantities to be ordered.
- Evaluate the purchase orders for accuracy and completeness using the Purchase Orders Checklist.
- Assess students' knowledge through a summative assessment using computer response system and/or Blackboard.

Competency 5: Explain and defend the decisions to be made when purchasing. (DOK 2) [2PS7, PRA1, PRA5]

Suggested Objectives

a. Explain how production records influence purchasing decisions. (DOK 2)
b. List the criteria for selecting appropriate suppliers. (DOK 2)

Suggested Teaching Strategies

- Discuss with students why buyers want to make sure they buy the right amount of goods and services. Discuss the major factors that buyers need to consider before making a purchase.
- Discuss how important effective forecasting is in relation to purchasing. [CS2, S1, S2, S3]
- Have students predict how much money each one of them will spend on movies/videos and snacks for a 6-month period. Point out some of the difficulties in arriving at accurate numbers. [CS2, M1, M2, S1, S2, S3]
- Discuss the importance of production sheets, daily food cost sheets, and sales mix records in forecasting for purchasing. Explain how these tools help buyers better understand what their buying needs are. [CS2, S1, S2, S3]
- Provide students with examples of production sheets, daily food cost sheets, and sales mix records, and have them forecast items and quantities needed for service. [CS2, CS4, M1, M2, S1, S2, S3]
- Discuss with students how to evaluate suppliers on the basis of three main factors: product quality, supplier services, and price. Discuss the various services that a supplier might offer a foodservice buyer. [CS2 S1, S2, S3]
- Have students develop a simple food purchasing example to illustrate how the relationship between AP price, yield, and EP cost provides buyers with the optimal price. Use "The True Cost of Purchasing" located on the Culinary Arts P.A.C.E. site as an example. [CS2, T1, T2, T3, T4, T5, T6, M1, M2, S1, S2, S3]
- Discuss how a make-or-buy analysis is calculated. [CS2, CS4 S1, S2, S3]
- Have students work through a hypothetical make-or-buy example, using information that they encountered at their worksite. [CS1, CS2, CS3, CS4, M1, M2, S1, S2, S3]
- Have students discuss why a make-or-buy analysis is an important way to reduce AP price. [S1, S2, S3]
- Discuss what is meant by convenience food. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students list several ways that convenience foods can help a foodservice operation run more profitably. [CS2, S1, S2, S3, W1, W2, W3, W4, W5]

Suggested Assessment Strategies

- Evaluate the forecasting activity for accuracy based on records provided.
- Evaluate the purchasing example about AP price, yield, and EP cost for accuracy.

- Evaluate the hypothetical make-or-buy example using the Case Study Assessment Rubric.
- Evaluate the discussion on make-or-buy and AP price using the Group Participation Assessment Rubric.
- Evaluate the list of ways that convenience foods can help a foodservice operation for accuracy.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 6: Explain the procedures for receiving, storing, and issuing foods and supplies. (DOK 2) [2PS7, SS4, SS5, SS6, SS7, SS10]

Suggested Objectives

a. List proper receiving procedures. (DOK 1)
b. Discuss the proper storage procedures for foods and beverages. (DOK 2)
c. Differentiate between the periodic order and perpetual inventory methods. (DOK 2)

Suggested Teaching Strategies

- Review proper receiving procedures, and discuss why proper receiving and storage procedures are vital to a business's success. [CS2 S1, S2, S3]
- Divide students into groups, and have them describe receiving procedures they have seen or performed at their worksite. [CS1, CS2, CS3, CS4, S1, S2, S3, W1, W2, W3, W4, W5]
- Provide a sample invoice, and discuss what it is and what it should be used for during a delivery. [CS2 S1, S2, S3]
- Discuss with students what a receiver should look for when a delivery comes in. [CS2 S1, S2, S3]
- Have students write a short paragraph to identify signs of spoilage for a variety of fresh, frozen, canned, and processed foods. Have students explain what they should do if the delivery is different from the invoice. [CS2, CS5, T1, T2, T3, T4, T5, T6, S1, S2, S3, W1, W2, W3, W4, W5]
- Review and discuss the importance of various storage techniques and the concept of humidity and its importance in preserving fresh foods. [CS2 S1, S2, S3]
- Discuss the importance of keeping accurate inventory records. Discuss and provide examples of the two main types of inventory record keeping, periodic order method, and perpetual inventory method. [CS2 S1, S2, S3]
- Discuss how par stock figures can be used when placing a weekly order. [CS2, S1, S2, S3]
- Provide examples, and have students work through several par stock calculations. Have students identify two things that can change a par stock figure. [CS2, S1, S2, S3, M1, M2, M3, M4]
- Discuss a product's reorder point. [CS2 S1, S2, S3]
- Have students work through several calculations that use both a reorder point and a par stock figure. Ask students to explain why this formula is better than the simple par stock calculations when ordering does not occur on a regular basis. [CS2, CS3, S1, S2, S3, M1, M2, M3, M 4]
- Discuss the concept of issuing. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Have students write a short paragraph explaining why issuing is an important part of the inventory process and how it can be used to minimize pilfering. [CS2, T1, T2, T3, T4, T5, T6, S1, S2, S3, W1, W2, W3, W4, W5]
- Review FIFO and how the FIFO procedure minimizes spoilage. [CS2 S1, S2, S3]

Suggested Assessment Strategies

- Evaluate the group discussion on purchasing procedures using the Group Participation Assessment Rubric.
- Evaluate the paragraph on identifying food spoilage using the Written Report Assessment Rubric.
- Evaluate the par stock examples for accuracy.
- Evaluate the paragraph on issuing using the Written Report Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 7: Summarize accounting procedures in foodservice. (DOK 2) [2PS9, MT1]

Suggested Objectives

a. Explain the purpose of accounting records. (DOK 2)
b. Define basic accounting transactions and terms. (DOK 2)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Explain that accounting records are a reflection of how well a business is doing. While many restaurants and foodservice establishments hire accountants to keep up with the dollars, it is still important for a prospective manager to understand the basics of accounting and know if the business is profitable or not. This type of information drives many business decisions. Explain that many businesses are using computers with financial and accounting software to manage the financial aspects of the business. Provide examples of computerized records. [CS2, S1, S2, S3]
- Define and discuss what transactions are. Introduce the mechanics of recording transactions. Explain T-accounts and double-entry accounting. Draw T-accounts on the board, and provide examples of how to record transactions. [CS2, S1, S2, S3]
- Using a worksheet, have students practice making entries into T-accounts. [CS2, S1, S2, S3]
- Define and discuss assets and depreciation. Identify the straight-line, declining balance, sum-of-the-years digits, and units of production methods of calculating depreciation. [CS2, S1, S2, S3, M1, M2, M3]
- Divide students into small groups, and provide each group with a scenario to calculate depreciation based on one of the methods discussed. [CS1, CS2, CS3, S1, S2, S3, M1, M2, M3]
- Assign each student a problem, and have him or her calculate depreciation. [CS2, S1, S2, S3, M1, M2, M3]
- Integrate this unit with the accounting class. [S1, S2, S3, M1, M2, M3]

Suggested Assessment Strategies

- Evaluate the worksheet on T-accounts for accuracy of entries.
- Evaluate the group depreciation problems for accuracy of calculations.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 8: Critique income statements. (DOK 2) [2PS9, PRA1, PRA5]

Suggested Objectives

a. Identify information and terms found on income statements. (DOK 2)
b. Explain how to use the information on income statements in the decision-making process. (DOK 2)

Suggested Teaching Strategies

- Discuss income statements and how valuable they are to businesses. Explain that an income statement indicates revenue and expenses for a month, quarter, or year. The information on an income statement can be compared to other statements to show how well a business is doing and can indicate if a business is meeting goals. Income statements are also known as profit and loss statements. Information found on the income statement includes net income, profit, loss, contributory income, and contributory income percent. Discuss, define, and provide examples of each of these topics. Provide an example of an income statement for the students to review. CS2, S1, S2, S3, M1, M2, M3
- Explain how to use the information on the income statement to make good business decisions. CS2, S1, S2, S3, M1, M2, M3
- Provide the students with an example of an income statement for a restaurant that is losing money. Have students analyze the information on the statement to locate the "bottom line" to determine if the business is making a profit or loss, total sales, cost of sales, gross profit, total income, depreciation, controllable expenses, restaurant profit, income taxes, and net income. If the business is not making a profit, have students develop a plan of action to turn profit. CS2, CS4, T2, T4, S1, S2, S3, M1, M2, M3

Suggested Assessment Strategies

- Evaluate the analysis of the income statement for accuracy in identifying specific items and the development of a plan of action to turn a profit.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 9: Critique balance sheets. (DOK 2) 2PS9, PRA1, PRA5

Suggested Objectives

a. Identify information and terms found on balance sheets. (DOK 2)
b. Explain how to use the information on a balance sheet in the decision-making process. (DOK 2)

Suggested Teaching Strategies

- Discuss balance sheets and how valuable they are to businesses. Explain that a balance sheet is the report that details information about assets, liabilities, and owner equity. Define each of these terms, and explain the balance sheet equation. Provide an example of a balance sheet for a restaurant as an example in the discussion. S1, S2, S3, M1, M2, M3
- Explain how to use the information on the balance sheet to make good business decisions. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, M1, M2, M3, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5
- Provide students with an example of a balance sheet from a restaurant. Have students identify the dollar figure for current assets, fixed assets, current liabilities, long-term liabilities, owner

equity, and retired earnings using an Excel spreadsheet to explain the layout. CS2, T1 S1, S2, S3 M1, M2, M3

Suggested Assessment Strategies

- Evaluate the balance sheet activity for accuracy in the identification of dollar figures.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.
- Give a unit test using the assessment tools found in the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Case Study Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME:_____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, etc.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Group Work Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Purchase Orders Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

The student included the following items on the purchase order:

_____Name, address, and phone number

_____Buyer's name

_____Name of supplier, address, and phone number

_____Supplier's contact person

_____Date of order

_____Desired date of receipt

_____Shipping method

_____Product description

_____Size of product

_____Unit price

_____Total price for all items to be purchased

_____Sales tax, shipping, and other special charges

_____Grand total of entire order

_____Special information about items or delivery

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

MS Academic Standards

PRA1 Apply concepts, and perform basic operations using real numbers in real-world contexts.
PRA5 Interpret, organize, and make predictions about a variety of data using concepts of probability.

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M3 Numbers: Concepts and Properties
M4 Expressions, Equations, and Inequalities
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS6 Marketing and the Menu
2PS7 Purchasing and Inventory Control
2PS9 Standard Accounting Practices

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration

T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Unit 15: Meat, Poultry, and Seafood (25 hours)

Competency 1: Create, prepare, and evaluate a quality meat product. (DOK 3) [2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8]

Suggested Objectives

a. Describe various kinds of meat. (DOK 1)
b. Outline the federal grading systems for meat. (DOK 2)
c. Match various cooking methods with various forms of meat. (DOK 2)
d. Demonstrate proper procedure for purchasing, storing, and preparing meat. (DOK 3)

Suggested Teaching Strategies

- Lead a class discussion about meats. Identify the various kinds of meat to include beef, veal, lamb, mutton, and pork. Explain that although meat is one of the most expensive menu items, the consumption of meat is rising. It is also one of the most profitable menu items. [CS2 S1, S2, S3]
- Discuss the importance of the inspection of meats for consumption, and identify the USDA's role in meat inspection and grading. Define quality grades and yield grades. Refer to the USDA Institutional Meat Purchasing Specifications (IMPS) that describes the different cuts of meat used in foodservice. Illustrate how this tool can be used when purchasing meat. [CS2 S1, S2, S3]
- Divide the class into four groups. Assign each group a kind of meat (beef, veal, lamb, or pork). Have each group outline the grading system for its assigned meat by using the Internet, the textbook, or other resource materials. Utilize Inspiration software, if possible. [CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5]
- Have students make posters or PowerPoint presentations to display a diagram of the parts of the animal and to discuss the primal and retail cuts of beef, pork, veal, and lamb. [CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6, S1, S2, S3, W1, W2, W3, W4, W5]
- Discuss cooking methods for different cuts of meat to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking meats with fats and oils and how to determine doneness. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Review ServSafe guidelines regarding how to check for freshness of meats, as well as guidelines for storing and preparing meats. [CS2 S1, S2, S3]
- Have students use magazines, cookbooks, the Internet, or computer programs to collect recipes that use various cooking methods for various cuts of meat. Divide students into groups of three to four per group. Have each group prepare and critique a meat dish. [CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5]

Suggested Assessment Strategies

- Evaluate the outline of the grading system for accuracy.
- Evaluate the posters using the Poster Assessment Rubric.
- Evaluate the dish using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Evaluate the students using the Performance Assessment.

Competency 2: Prepare and evaluate a quality poultry product. (DOK 3) [2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8]

Suggested Objectives

a. Describe various kinds of poultry. (DOK 1)
b. Outline the federal grading systems for poultry. (DOK 2)
c. Match various cooking methods with various forms of poultry. (DOK 2)
d. Demonstrate proper procedures for purchasing, storing, and preparing poultry. (DOK 3)

Suggested Teaching Strategies

- Lead a class discussion about poultry. Identify the different types of poultry to include chicken, duck, goose, guinea, squab, and turkey. [CS2 S1, S2, S3]
- Explain and discuss the grading of poultry. Discuss the importance of the inspection of poultry, and identify the three USDA quality grades for poultry. Discuss the factors that determine grades of poultry. [CS2 S1, S2, S3]
- Divide the class into four groups. Assign each group a kind of poultry. Have each group outline the grading system for its assigned poultry by using the Internet, the textbook, or other resource materials. Utilize Inspiration software, if possible. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6, R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5]
- Discuss cooking methods for different kinds of poultry to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking poultry with fats and oils and how to determine doneness. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Review ServSafe guidelines regarding how to check for freshness of poultry, as well as guidelines for storing and preparing poultry. [CS2 S1, S2, S3]
- Have each student bring his or her favorite poultry recipe to class. Allow students to share their recipes with the class. As the recipes are shared, have students discuss the type or types of poultry and cooking methods that can be used to prepare that recipe. [CS2 S1, S2, S3]
- Have students recall information from the food safety unit to discuss the proper storage of poultry. Explain how quality and grade affect purchasing decisions. [CS2 S1, S2, S3]
- Divide students into groups of three to four students, and have each group demonstrate the preparation of a poultry dish. (A variety of cooking methods should be used among the groups.) Have each group critique the dish that it prepared. [CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6 S1, S2, S3, W1, W2, W3, W4, W5]

Suggested Assessment Strategies

- Evaluate the outline of the grading system for accuracy.
- Evaluate the posters using the Poster Assessment Rubric.
- Evaluate the dish using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.

Competency 3: Create, prepare, and evaluate a quality fish/seafood product. (DOK 3) [2PS8, SS2, SS3, SS4, SS5, SS6, SS7, SS8]

Suggested Objectives

a. Describe various kinds of fish/seafood. (DOK 1)
b. Outline the federal grading systems for fish/seafood. (DOK 2)
c. Demonstrate proper procedures for purchasing, storing, and preparing fish/seafood. (DOK 3)
d. Match various cooking methods with various forms of fish/seafood. (DOK 2)

Suggested Teaching Strategies

- Lead a class discussion about fish/seafood. Identify the different types of fish/seafood to include finfish and shellfish. Identify the subcategories of fish to include flat and round finfish and shellfish. Shellfish are either mollusks or crustaceans. Mollusks include clams, oysters, and mussels. Examples of crustaceans are lobster and shrimp. CS2 S1, S2, S3
- Explain that inspection of fish and shellfish is not required by the federal government but is available from the United States Department of Commerce. Identify the Packed Under Federal Inspection (PUFI) stamp, and discuss what it means. CS2 S1, S2, S3
- Divide the class into four groups. Assign each group a kind of fish/seafood. Have each group outline the PUFI grading system for its assigned product by using the Internet, the textbook, or other resource materials. Utilize Inspiration software, if possible. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6 R1, R2 R3, R4, R5, , S1, S2, S3, W1, W2, W3, W4, W5
- Discuss cooking methods for different kinds of fish/seafood to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking fish/seafood with fats and oils and how to determine doneness. CS2 S1, S2, S3
- Review ServSafe guidelines regarding how to check for freshness of fish and shellfish, as well as guidelines for storing and preparing fish. CS2 S1, S2, S3
- Have each student bring his or her favorite fish/seafood recipe to class. Allow students to share their recipes with the class. As the recipes are shared, have students discuss the type or types of fish/seafood and cooking methods that can be used to prepare each recipe. CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6 S1, S2, S3, R1, R2
- Divide students into groups of three to four students, and have each group demonstrate the preparation of a fish/seafood dish. (A variety of cooking methods should be used among the groups.) Have each group critique the dish that it prepared. CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5, T6 S1, S2, S3, W1, W2, W3, W4, W5

Suggested Assessment Strategies

- Evaluate the outline of the grading system for accuracy.
- Evaluate the posters using the Poster Assessment Rubric.
- Evaluate the dish using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.
- Assess students' knowledge through a summative assessment using computer response system and/or Blackboard.
- Give a unit test using the assessment tools found in the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, etc.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Food Preparation Lab Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exceptional 5 Points	Good 4 Points	Average 3 Points	Poor 2 Points	Needs Improvement 1 Point	Score
Planning	Exceptionally prepared, well planned and thought out, and very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, and most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					TOTAL	

Poster Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Prepared Food Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Possible Points	Earned Points	Comments
Appropriate preparation techniques	25		
Presentation and creativity	10		
Serving temperature	10		
Taste, texture, and flavor	25		
Garnish	10		
Followed the recipe	20		
	TOTAL		

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS8 Meat, Poultry, and Seafood
SS2 The Microworld
SS3 Contamination, Food Allergens, and Foodborne Illness
SS4 The Safe Foodhandler
SS5 The Flow of Food: An Introduction
SS6 The Flow of Food: Purchasing and Receiving
SS7 The Flow of Food: Storage
SS8 The Flow of Food: Preparation

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship
T6 Technology Operations and Concepts

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Competency 1: Create, prepare, and evaluate stocks. (DOK 3) [2PS10, SS2, SS3, SS4, SS5, SS6, SS7, SS8]

Suggested Objectives

a. Identify the four essential parts of stock and the proper ingredients for each. (DOK 1)
b. List and explain the various types of stock and their ingredients. (DOK 1)
c. Demonstrate methods for preparing bones for stock. (DOK 3)
d. List the ways to cool stock properly. (DOK 2)
e. Prepare the ingredients for stock, and cook several kinds of stock. (DOK 3)

Suggested Teaching Strategies

- Use the Internet or textbook to define terms related to this unit. Create a Blackboard discussion forum or Wiki to post terms. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , W1,W2, W3, W4, W5]
- Discuss and identify the different types of stocks. Discuss and list the four essential parts that make up a stock. Create a Blackboard discussion forum to continue class discussion. [CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5]
- Discuss and demonstrate the procedure for blanching, sweating, and browning bones for stock and how these techniques release the flavor into the stock. [CS1, CS2, CS3, CS4 S1, S2, S3]
- Discuss and identify the qualities a good stock must have, and assess the quality of the stocks made in class. [CS2 S1, S2, S3]
- Discuss and demonstrate how to properly cool and degrease stock. [CS1, CS2, CS3, CS4 S1, S2, S3]
- Divide the students into teams, and have them prepare the four essential parts of a stock. [CS1, CS2, CS3, CS4 S1, S2, S3]
- Divide the students into teams, and have them prepare a stock. Each team can prepare a different type. [CS1, CS2, CS3, CS4 S1, S2, S3]
- Invite a local chef to class to discuss the importance of various kinds of stocks and their uses. [CS2 S1, S2, S3]

Suggested Assessment Strategies

- Evaluate the stocks prepared using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.

Competency 2: Create, prepare, and evaluate soups. (DOK 3) [2PS10, SS2, SS3, SS4, SS5, SS6, SS7, SS8]

Suggested Objectives

a. Identify various types of soups, and give examples. (DOK 1)
b. Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups. (DOK 2)
c. Prepare several kinds of soups. (DOK 3)

Suggested Teaching Strategies

- Discuss and identify the two basic kinds of soups, clear and thick. Ask students if they know how these soups are made. Ask students to discuss the advantages and disadvantages of making soups from scratch. CS2 S1, S2, S3
- Discuss and demonstrate the procedures for making clear soups, bisques, chowders, and specialty soups. CS1, CS2, CS3, CS4 S1, S2, S3
- Discuss and demonstrate the techniques for making thick soups. CS1, CS2, CS3, CS4 S1, S2, S3
- Discuss and demonstrate cooling and finishing techniques for soups. CS1, CS2, CS3, CS4 S1, S2, S3
- Divide students into teams, and assign each team a type of soup to prepare. CS1, CS2, CS3, CS4 S1, S2, S3

Suggested Assessment Strategies

- Evaluate the preparation of assigned soup using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.

Competency 3: Create, prepare, and evaluate sauces. (DOK 3) 2PS10, SS2, SS3, SS4, SS5, SS6, SS7, SS8

Suggested Objectives

a. Identify the grand sauces, and describe other sauces made from them. (DOK 1)
b. List the proper ingredients for sauces. (DOK 1)
c. Prepare several kinds of sauces. (DOK 3)
d. Match sauces to appropriate foods. (DOK 2)

Suggested Teaching Strategies

- Discuss and identify the purpose of sauces. Ask students to discuss why sauces are important. Create a Blackboard discussion forum to continue class discussion. CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T5, T6, E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, , S1, S2, S3, W1,W2, W3, W4, W5
- Discuss, identify, and demonstrate the five grand or mother sauces: béchamel, velouté, brown or espagnole, tomato, and hollandaise. Ask students if they have ever heard of any of the five grand sauces. Ask students to identify some of the dishes they have had that included one of the five grand sauces. Ask students why they think they are called grand sauces. CS1, CS2, CS3, CS4 S1, S2, S3
- Discuss, identify, and demonstrate derivative or baby sauces and other sauces that are not categorized as grand sauces or a derivative. Have students create a graphical outline, using Inspiration software, of the grand and derivative sauces. CS1, CS2, CS3, CS4 S1, S2, S3, W1, W2, W3, W4, W5
- Discuss, identify, and demonstrate various types of thickeners. Ask students to discuss sauces they have had and what kinds of thickeners were used for those sauces. Ask students why thickeners are important when preparing sauces. CS1, CS2, CS3, CS4 S1S3
- Discuss, identify, and demonstrate the finishing techniques for sauces. CS1, CS2, CS3, CS4 S1, S2, S3
- Discuss and demonstrate the proper ways to pair sauces with meals. Ask students why it is important to pair the correct sauce with a menu item. CS1, CS2, CS3, CS4 S1, S2, S3
- Divide students into teams, and assign each team a type of soup to prepare. CS1, CS2, CS3, CS4 S1, S2, S3

Suggested Assessment Strategies

- Evaluate each team on the preparation of assigned sauces using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric.

- Evaluate each graphical outline for accuracy.
- Give a unit test using the assessment tools found in the Blackboard Learning System.

Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Culinary Electronic Portfolio Checklist – Year 2 located at the end of each unit.

Suggested Rubrics and Checklists

Culinary Electronic Portfolio Checklist–Year 2

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation		
	1	Update resume.
	2	Update cover letter.
	3	Pictures from participation in this unit
	4	Journal reflecting on unit 1 (workplace skills).
Unit 2: Culinary History (History, Tourism, and the Lodging Industry)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload historical menu.
	4	Upload PowerPoint from favorite figure in foodservice history.
	5	Journal reflecting on unit 2.
Unit 3: Potatoes and Grains		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload the report on varieties of potatoes.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 3.
Unit 4: Customer Communication and Service		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on good communication.
	4	Journal reflecting on unit 4.

Unit 5: Desserts and Baked Goods		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 5.
Unit 6: Culinary Business Concepts (Culinary Marketing, Purchasing and Inventory, and Accounting Units)		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload written report on public relations.
	4	Upload café or catering menu.
	5	Journal reflecting on unit 6 (inventory process).
Unit 7: Meat, Poultry, and Seafood		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload PowerPoint of animal diagrams, retail cuts, etc.
	4	Upload favorite recipe from this unit.
	5	Journal reflecting on unit 7.
Unit 8: Stocks, Sauces, and Soups		
	1	Update resume.
	2	Pictures from participation in this unit
	3	Upload favorite recipe from this unit.
	4	Journal reflecting on unit 8.

Food Preparation Lab Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exceptional 5 Points	Good 4 Points	Average 3 Points	Poor 2 Points	Needs Improvement 1 Point	Score
Planning	Exceptionally prepared, well planned and thought out, and very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, and clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, and most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					TOTAL	

Prepared Food Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Possible Points	Earned Points	Comments
Appropriate preparation techniques	25		
Presentation and creativity	10		
Serving temperature	10		
Taste, texture, and flavor	25		
Garnish	10		
Followed the recipe	20		
	TOTAL		

Standards

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R5 Meaning of Words
Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

National Industry Standards

2PS10 Stocks, Soups, and Sauces
SS2 The Microworld
SS3 Contamination, Food Allergens, and Foodborne Illness
SS4 The Safe Foodhandler
SS5 The Flow of Food: An Introduction
SS6 The Flow of Food: Purchasing and Receiving
SS7 The Flow of Food: Storage
SS8 The Flow of Food: Preparation

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship
T6 Technology Operations and Concepts

Suggested References

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For additional references, activities, and Web resources, please refer to Human Sciences, Art, and Humanities P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Student Competency Profile for Culinary Arts

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Introduction		
	1	Identify school and program policies and procedures, and compare/contrast them with industry policies and procedures. (DOK 1)
	2	Identify career and leadership opportunities in the culinary industry. (DOK 1)
	3	Analyze the importance of service to the culinary industry. (DOK 2)
	4	Formulate a plan for an effective job search. (DOK 1)
Unit 2: Human Resources Management		
	1	Determine the skills necessary to provide professional customer service. (DOK 2)
	2	Demonstrate excellent interpersonal skills. (DOK 2)
	3	Analyze supervisory skills related to human resource management. (DOK 3)
Unit 3: Food Safety and Sanitation		
	1	Discuss and relate the importance of food safety to society. (DOK 2)
	2	Explain the importance of establishing a food safety system. (DOK 2)
	3	Analyze the flow of food through a foodservice establishment. (DOK 2)
	4	Maintain a clean and sanitary kitchen. (DOK 1)
Unit 4: Foodservice Equipment, Safety and Security		
	1	Implement safe work habits to prevent injuries (ongoing). (DOK 2)
	2	Explain emergency techniques and procedures. (DOK 1)
	3	Analyze the correct use of hand tools. (DOK 2)
	4	Develop standard operating procedures, and demonstrate the safe use and maintenance of large equipment. (DOK 2)
Unit 5: Culinary Foundations		
	1	Develop and demonstrate basic food preparation skills. (DOK 2)
	2	Develop and demonstrate basic food cooking methods. (DOK 2)
	3	Discuss the components of a healthy diet. (DOK 1)

	4	Design and produce a well-balanced meal. (DOK 3)
Unit 6: Breakfast Foods, Dairy, and Sandwiches		
	1	Create and evaluate breakfast foods. (DOK 3)
	2	Demonstrate preparation and handling of dairy products. (DOK 2)
	3	Construct and evaluate several types of sandwiches. (DOK 3)
Unit 7: Fruits, Vegetables, Salads and Garnishes		
	1	Demonstrate and evaluate the preparation of fruits. (DOK 2)
	2	Demonstrate and evaluate the preparation of vegetables. (DOK 2)
	3	Prepare and evaluate various types of salads. (DOK 2)
	4	Prepare and evaluate salad dressings. (DOK 2)
	5	Demonstrate appropriate garnishing techniques. (DOK 3)
Unit 8: Culinary Math		
	1	Apply basic mathematical calculations to culinary practices. (DOK 2)
	2	Apply basic mathematical functions to weights and measures. (DOK 3)
	3	Apply basic mathematical functions and food handling practices to control food costs. (DOK 2)
	4	Determine the menu selling price. (DOK 3)
	5	Apply mathematical procedures to revenue control. (DOK 2)
	6	Explain and apply principles used in inventory control. (DOK 2)
Unit 9: Orientation		
	1	Review school and program policies and procedures. (DOK 1)
	2	Update career/educational plans. (DOK 1)
	3	Model job retention skills. (DOK 2)
Unit 10: Hospitality Industry		
	1	Research the creation of the modern restaurant. (DOK 1)
	2	Compare and contrast American regional cuisines and international cuisines. (DOK 2)
	3	Research the history of foodservice in the United States. (DOK 1)
	4	Investigate the future of foodservice. (DOK 2)
	5	Analyze the tourism and travel industry, and determine how the industry will change over time. (DOK 2)
	6	Analyze the lodging industry. (DOK 2)
Unit 11: Potatoes and Grains		
	1	Select and store potatoes, grains, legumes, and pasta. (DOK 2)
	2	Create, prepare, and critique classic potato recipes. (DOK 3)
	3	Create, prepare, and critique legumes and grain foods. (DOK 3)

	4	Create and evaluate pasta and dumplings. (DOK 3)
Unit 12: Customer Communication and Service		
	1	Demonstrate various types of high-quality service in the foodservice industry. (DOK 2)
	2	Demonstrate personal dining etiquette. (DOK 1)
	3	Demonstrate positive customer communications. (DOK 2)
Unit 13: Desserts and Baked Goods		
	1	Create, prepare, and evaluate breads. (DOK 3)
	2	Create, prepare, and evaluate baked goods. (DOK 3)
Unit 14: Culinary Business Concepts		
	1	Apply marketing principles to foodservice. (DOK 2)
	2	Develop a menu. (DOK 3)
	3	Examine the purchasing process. (DOK 1)
	4	Develop standard ordering procedures. (DOK 2)
	5	Explain and defend the decisions to be made when purchasing. (DOK 2)
	6	Explain the procedures for receiving, storing, and issuing foods and supplies. (DOK 2)
	7	Summarize accounting procedures in foodservice. (DOK 2)
	8	Critique income statements. (DOK 2)
	9	Critique balance sheets. (DOK 2)
Unit 15: Meat, Poultry, and Seafood		
	1	Create, prepare, and evaluate a quality meat product. (DOK 3)
	2	Prepare and evaluate a quality poultry product. (DOK 3)
	3	Create, prepare, and evaluate a quality fish/seafood product. (DOK 3)
Unit 16: Stocks, Sauces, and Soups		
	1	Create, prepare, and evaluate stocks. (DOK 3)
	2	Create, prepare, and evaluate soups. (DOK 3)
	3	Create, prepare, and evaluate sauces. (DOK 3)

Recommended Tools and Equipment

CAPITALIZED EQUIPMENT

***Specify NSF on all equipment ordered. ***

1. Booster, hot water (1)
2. Cabinet, food warmer (1)
3. Cabinet, supply (security cages) (2)
4. Cash register (1)
5. Chopper, food (1)
6. Counter, work (1)
7. Dishwasher, commercial (1)
8. Disposal, garbage (2)
9. Filter, cooking oil (1)
10. Freezer, reach in with double doors (2)
11. Griddle, 36 in. (1)
12. Char grill, 36 in. (1)
13. Machine, clothes dryer (1)
14. Machine, ice making (1)
15. Machine, slicing food (1)
16. Mixer, food (1)
17. Microwave oven (1)
18. Food processor (1)
19. Refrigerator, electric commercial (1)
20. Sink, kitchen, three-compartment (1)
21. Stand, utility (1)
22. Table, dish storage (1)
23. Metal table to be used as equipment stand (3)
24. Washer, heavy-duty, white (1)
25. Industrial deep-fryer (1)
26. Two-door brown storage cabinet (2)
27. Electric heater booster on dish machine (1)
28. Machine, grease-filtering fry-save (1)
29. Tray racks 20 by 18 by 26 (2)
30. Pot shelving wall rack (2)
31. Stainless steel table with shelf (2)
32. Dish table (1)
33. Personal computers (laptop or desktop)(Windows 2000 Pro operating system or later edition); Celeron or Pentium IV processor (3 GHz); 1GB RAM; 256 Mb video; 48x CD-RW/DVD combo drive; 80 GB SATA 150 hard drive; 17-in. color monitor; keyboard; mouse; internal 1.44Mb diskette drive; 1GB Ethernet card; parallel, serial, and USB ports; NIC (network interface card); 3-year parts and labor warranty (1st year on-site) (1 per student, maximum of 18)
34. Computer workstations/tables (equipment for up to 18 student computers)
35. Teacher computer and printer/scanner with Internet access (1)
36. Tilt fryer unit (1)
37. Soup bowl (10 doz)

38. Monkey dish (10 doz)
39. Soup cup (10 doz)
40. 6-in. bread and butter plates (10 doz)
41. 7-in. salad plate (10 doz)
42. 10 ½-in. dinner plate (10 doz)
43. 12-in. dinner platter (10 doz)
44. Coffee cups (10 doz)
45. Saucers (10 doz)
46. 12-oz drinking glasses (10 doz)
47. 14-in. beef slicer (2)
48. Serrated slicer (2)
49. 18- by 26-in. sheet pan (24)
50. 18- by 13-in. sheet pan (12)
51. Stainless steel bowls, assorted sizes (6 sets)
52. Steamer, convection, two compartments (1)
53. Exhaust system (1)
54. Fire system, automatic (1)
55. Table-side service cart (guéridon) (1)
56. Combi-oven (1)
57. Convection or conventional oven (1)
58. Salamander (1)
59. Range (1)
60. Dining tables (12)
61. Dining chairs (60)
62. Network switch with wiring and installation (24 port switch with wiring and installation of computers and printers) (1)
63. Internet connection (For all computers in the classroom/teaching area) (1)
64. Application software (Microsoft Office latest edition or equal B License) (up to 18)

NON-CAPITALIZED EQUIPMENT

1. 6- to 14-in. slope-sided pan (2)
2. Box grater (6)
3. Digital instant-read thermometer (2)
4. Pie server (6)
5. Rolling pin (3)
6. Strainer (6)
7. Pastry bag and tubes (3 sets)
8. 8-in. tongs (6)
9. 12-in. tongs (6)
10. 10-in. tongs (6)
11. 8- to 200-qt stock pots (10)
12. 6- to 60-qt sauce pots (10)
13. 11- to 30-qt brazier (2)
14. 1 1/2- to 15-qt sauce pan (6)
15. Vegetable peeler (1 dz.)
16. Cart dish with three shelves (1)
17. Double boiler set, 12 qt (2 sets)

18. Baker scale/dough scale (1)
19. Cart, food service (4)
20. Roasting pan set, 21-qt capacity (1)
21. Utility cart, 21 in. by 35 in. by 5 in. (2)
22. Coffee brewer with two warmers (1)
23. Lamp, heat (1)
24. Truck platform garbage can (1)
25. Pot stock with cover, 15 gal. (2)
26. Bouillon spoon (10 doz)
27. Teaspoon (10 doz)
28. Salt and pepper sets (20 sets)
29. 60-oz water pitcher (20)
30. Salad fork (10 doz)
31. Dinner fork (10 doz)
32. Bread knife (10 doz)
33. Steak knife (10 doz)
34. Boning knife, 8 1/2 in. (1 doz)
35. Paring knife, 3 1/2 in. (1 doz)
36. 6-in. fillet knife (1 doz)
37. 8-in. chef knife (1 doz)
38. 10-in. chef knife (1 doz)
39. Pie tins (12)
40. Cake pans (6)
41. Spring form pans (6)
42. 1 cup measuring cup (6)
43. 1 qt measuring cup (6)
44. 1 gal. measuring cup (6)
45. 1/8- to 1/2-oz measuring spoon set (12 sets)
46. 18-in. by 24-in. cutting board (12)
47. Hotel pans, full size, 4 in. (12)
48. Hotel pans, full size, 2 in. (12)
49. Hotel pans, full size, 6 in. (3)
50. Hotel pans, half size, 4 in. (6)
51. Hotel pans, half size, 2 in. (6)
52. Hotel pans, quarter size, 2 in. (6)
53. Hotel pans, quarter size, 4 in. (6)
54. Hotel pans, quarter size, 6 in. (6)
55. Bain Marie, 20 qt (20)
56. Muffin pan, 24 hole (6)
57. Labels, assorted (24)
58. Can opener, table mounted (1)
59. Can opener, handheld (6)
60. Spoons, solid, 18 in. (12)
61. Spoons, slotted, 18 in. (12)
62. Portion scales, 2# (2)
63. Thermometer, candy (1)
64. Thermometer, meat probe (4)
65. Mop sink (1)

66. Steel sharpeners, 2 (1)
67. Bench scraper (1)
68. Char-grill scraper (1)
69. China cap (3)
70. Rubber spatula (12)
71. Metal spatula (6)
72. Skimmer (2)
73. Knife holder, magnetic strip (6)
74. Sieve (3)
75. Clothing rack (1)
76. Telephone (1)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. LCD projector (1)
2. Interactive board (1)
3. Inspiration software(license for students computers and teacher computer)
4. Clickers (1 per student, maximum of 18)
5. Digital color camera (8 Megapixel, 3x Optical Zoom, Standard Point and Shoot, Video Capability Included, 2.4 in. LCD Panel) (1)
6. Video camcorder (1)
7. Document camera (e.g. Elmo)(1)
8. Color laser printer (HP Color LaserJet 3800n or equal) (1)
9. Laser printer (HP LaserJet 2420 or equal) (1)
10. Printer stands (2)
11. Teacher desk and chair

Appendix A: 21st Century Skills Standards

CLS1 Flexibility and Adaptability
CLS2 Initiative and Self-Direction
CLS3 Social and Cross-Cultural Skills
CLS4 Productivity and Accountability
CLS5 Leadership and Responsibility

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

CS 1 Flexibility and Adaptability

- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

CS 2 Initiative and Self-Direction

- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels toward a professional level
- Defining, prioritizing, and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

CS 3 Social and Cross-Cultural Skills

- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

CS 4 Productivity and Accountability

- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

CS 5 Leadership and Responsibility

- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

Appendix B: Mississippi Academic Standards

SEVENTH GRADE MATH

SGM1. Apply concepts of rational numbers, and perform basic operations emphasizing the concepts of ratio, proportion, and percent with and without the use of calculators.

a. Use the order of operations to simplify and/or evaluate whole numbers (including exponents and grouping symbols). (DOK 1)
b. Solve problems involving addition, subtraction, multiplication, and division of rational numbers. Express answers in simplest form. (DOK 2)
c. Convert among decimals, fractions, mixed numbers, and percents. (DOK 1)
d. Evaluate and estimate powers and square roots of real numbers. (DOK 2)
e. Explain the relationship between standard form and scientific notation. (DOK 1)
f. Multiply and divide numbers written in scientific notation. (DOK 1)
g. Solve real-life problems involving unit price, unit rate, sales price, sales tax, discount, simple interest, commission, and rates of commission. (DOK 1)
h. Solve contextual problems requiring the comparison, ordering, and application of integers. (DOK 2)
i. Develop a logical argument to demonstrate the 'denseness' of rational numbers. (DOK 3)

SGM2. Develop and apply the basic operations of rational numbers to algebraic and numerical tasks. Create and apply algebraic expressions and equations.

a. Recognize, describe, and state the rule of generalized numerical and geometric patterns using tables, graphs, words, and symbols. (DOK 2)
b. Solve equations that represent algebraic and real-world problems using multiple methods including the real number properties. (DOK 1)
c. Formulate algebraic expressions, equations, and inequalities to reflect a given situation and vice versa. (DOK 2)
d. Complete a function table based on a given rule and vice versa. (DOK 1)
e. Identify the following properties using variables, and apply them in solving problems. (DOK 1)
    - Zero property of multiplication
    - Inverse properties of addition/subtraction and multiplication/division
    - Commutative and associative properties of addition and multiplication
    - Identity properties of addition and multiplication
    - Distributive properties of multiplication over addition and subtraction.
f. Predict the shape of a graph from a function table. (DOK 2)

SGM3. Apply geometric relationships of angles, two- and three-dimensional shapes, and transformations.

a. Classify and compare three-dimensional shapes using their properties. (DOK 1)
b. Construct two-dimensional representations of three-dimensional objects. (DOK 2)
c. Justify the congruency or symmetry of two figures. (DOK 2)
d. Perform transformations (rigid and nonrigid motions) on two-dimensional figures using the coordinate plane. (DOK 2)

e. Create an argument using the Pythagorean theorem principles to show that a triangle is a right triangle. (DOK 2)
f. Construct and classify angles. (DOK 2)

SGM4. Apply appropriate techniques, tools, and formulas to determine measurements with a focus on real-world problems. Recognize that formulas in mathematics are generalized statements about rules, equations, principles, or other logical mathematical relationships.

a. Convert from one unit to another, perform basic operations, and solve real-world problems using standard (English and metric) measurements within the same system. (DOK 2)
b. Use formulas and strategies, such as decomposition, to compute the perimeter and area of triangles, parallelograms, trapezoids, and the circumference and area of circles, and find the area of more complex shapes. (DOK 2)
c. Develop and justify geometric formulas for volume and surface area of cylinders, pyramids, and prisms. (DOK 3)
d. Solve problems involving scale factors using ratios and proportions. (DOK 2)

SGM5. Organize and interpret data. Analyze data to make predictions.

a. Use proportions, estimates, and percentages to construct, interpret, and make predictions about a population based on histograms or circle graph representations of data from a sample. (DOK 2)
b. Determine how outliers affect mean, median, mode, or range. (DOK 2)
c. Construct and interpret line graphs, frequency tables, circle graphs, box-and-whisker plots, and scatter plots to generalize trends from given data. (DOK 2)
d. Determine probabilities through experimentation, simulation, or calculation.
(Note: Make and test conjectures and predictions by calculating the probability of an event.)
(DOK 2)

PRE-ALGEBRA

PRA1. Apply concepts, and perform basic operations using real numbers in real-world contexts.

a. Define, classify, and order rational and irrational numbers and their subsets. (DOK 1)
b. Formulate and solve standard and real-life problems involving addition, subtraction, multiplication, and division of rational numbers. (DOK 2)
c. Apply the concepts of Greatest Common Factor (GCF) and Least Common Multiple (LCM) to monomials with variables. (DOK 2)
d. Simplify and evaluate expressions using order of operations, and use real number properties to justify solutions. (DOK 2)
e. Explain the rules of exponents related to multiplication and division of terms with exponents. (DOK 2)
f. Recognize and appropriately use exponential and scientific notation. (DOK 1)
g. Explain and use the inverse relationship between square roots and squares. (DOK 2)

PRA2. Apply properties to simplify algebraic expressions, solve linear equations and inequalities, and apply principles of graphing.

a. Simplify and evaluate numerical and algebraic expressions. (DOK 1)
b. Apply properties of real numbers with an emphasis on the distributive properties of multiplication over addition and subtraction. (DOK 1)

c. Solve and check equations and inequalities using one variable. (DOK 2)
d. Model inequalities (and their solutions) on a number line. (DOK 1)
e. Graph linear equations and nonlinear equations ($y = x^2$) using multiple methods including t-tables and slope-intercept. (DOK 2)
f. Given a linear graph, identify its slope as positive, negative, undefined, or zero, and interpret slope as rate of change. (DOK 2)
g. Determine slope, x-intercept, and y-intercept from a graph and/or equation in slope-intercept or standard form. (DOK 1)
h. Add, subtract, and multiply monomials and binomials. (DOK 1)
i. Predict characteristics of a graph given an equation or t-table. (DOK 2)

PRA3. Identify and apply geometric principles to polygons, angles, and two- and three-dimensional figures.

a. Locate and identify angles formed by parallel lines cut by a transversal(s) (e.g., adjacent, vertical, complementary, supplementary, corresponding, alternate interior, and alternate exterior). (DOK 1)
b. Find missing angle measurements for parallel lines cut by a transversal(s) and for a vertex of a polygon. (DOK 1)
c. Explain the Pythagorean theorem, and apply it to solve routine and nonroutine problems. (DOK 3)
d. Solve real-world and nonroutine problems involving congruent and similar figures. (DOK 3)
e. Use two-dimensional representations (nets) of three-dimensional objects to describe objects from various perspectives. (DOK 2)

PRA4. Understand measurable attributes of objects, and apply various formulas in problem-solving situations.

a. Solve real-world application problems that include length, area, perimeter, and circumference using standard measurements. (DOK 2)
b. Develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios. (DOK 3)
c. Use formulas and/or appropriate measuring tools to find length and angle measures (to appropriate levels of precision), perimeter, area, volume, and surface area of polygons, circles, spheres, cones, pyramids, and composite or irregular figures. (DOK 1)

PRA5. Interpret, organize, and make predictions about a variety of data using concepts of probability.

a. Use a given mean, mode, median, and range to summarize and compare data sets including investigation of the different effects that change in data values have on these measures. (DOK 2)
b. Select the appropriate measures of central tendency for a particular purpose. (DOK 2)
c. Make and list conjectures by calculating probability for experimental or simulated contexts. (DOK 3)
d. Construct and interpret scatter plots to generalize trends from given data sets. (DOK 3)

TRANSITION TO ALGEBRA

TTA1. Understand relationships between numbers and their properties, and perform operations fluently.

a. Compare and contrast the subsets of real numbers. (DOK 1)
b. Simplify and evaluate expressions using the order of operations, and use real number properties to justify solutions. (DOK 2)
c. Express, interpret, and compute numbers using scientific notation in meaningful contexts. (DOK 1)
d. Apply the concept of Greatest Common Factor (GCF) and Least Common Multiple (LCM) to monomials with variables. (DOK 2)
e. Use the inverse relationship to develop the concept of roots and perfect squares. (DOK 2)

TTA2. Understand, represent, and analyze patterns, relations, and functions.

a. Given a literal equation, solve for a specified variable of degree one. (DOK 1)
b. Explain and illustrate how changes in one variable may result in a change in another variable. (DOK 2)
c. Solve and check multistep equations and inequalities, including distributive property, variables on both sides, and rational coefficients. (DOK 2)
d. Use real-world data to express slope as a rate of change. (DOK 2)
e. Graph solutions to linear inequalities. (DOK 2)
f. Write linear equations given slope and y-intercept or two points. (DOK 2)
g. Identify domain, range, slope, and intercepts of functions. (DOK 1)
h. Develop generalizations to characterize the behaviors of graphs (linear, quadratic, and absolute value). (DOK 2)
i. Classify and determine the degree of a polynomial, and arrange polynomials in ascending or descending order of a variable. (DOK 1)
j. Apply ratios, and use proportional reasoning to solve real-world algebraic problems. (DOK 2)
k. Add, subtract, multiply, and divide polynomial expressions. (DOK 1)
l. Analyze the relationship between x and y values, and determine whether a relation is a function. (DOK 2)

TTA3. Understand geometric principles of polygons, angles, and figures.

a. Apply the Pythagorean theorem to solve problems. (DOK 2)
b. Apply proportional reasoning to determine similar figures, and find unknown measures. (DOK 2)

TTA4. Demonstrate and apply various formulas in problem-solving situations.

a. Solve real-world problems involving measurements (i.e., circumference, perimeter, area, volume, distance, temperature, etc.). (DOK 2)
b. Explain and apply the appropriate formula to determine length, midpoint, and slope of a segment in a coordinate plane (i.e., distance formula and Pythagorean theorem). (DOK 2)

TTA5. Interpret data.

a. Construct graphs, make predictions, and draw conclusions from tables, line graphs, and scatterplots. (DOK 3)

b. Use a given mean, mode, median, and range to summarize and compare data sets including investigation of the different effects that change in data have on these measures of central tendency, and select the appropriate measures of central tendency for a given purpose. (DOK 2)
c. Calculate basic probability of experiments and simulations to make and test conjectures about results. (DOK 3)

ALGEBRA I

ALG1-1. Understand relationships between numbers and their properties, and perform operations fluently.

a. Apply properties of real numbers to simplify algebraic expressions, including polynomials. (DOK 1)
b. Use matrices to solve mathematical situations and contextual problems. (DOK 2)

ALG1-2. Understand, represent, and analyze patterns, relations, and functions.

a. Solve, check, and graph multistep linear equations and inequalities in one variable, including rational coefficients in mathematical and real-world situations. (DOK 2)
b. Solve and graph absolute value equations and inequalities in one variable. (DOK 2)
c. Analyze the relationship between *x* and *y* values, determine whether a relation is a function, and identify domain and range. (DOK 2)
d. Explain and illustrate how a change in one variable may result in a change in another variable, and apply to the relationships between independent and dependent variables. (DOK 2)
e. Graph and analyze linear functions. (DOK 2)
f. Use algebraic and graphical methods to solve systems of linear equations and inequalities in mathematical and real-world situations. (DOK 2)
g. Add, subtract, multiply, and divide polynomial expressions. (DOK 1)
h. Factor polynomials by using Greatest Common Factor (GCF) and factor quadratics that have only rational roots. (DOK 1)
i. Determine the solutions to quadratic equations by using graphing, tables, completing the square, the Quadratic formula, and factoring. (DOK 1)
j. Justify why some polynomials are prime over the rational number system. (DOK 2)
k. Graph and analyze absolute value and quadratic functions. (DOK 2)
l. Write, graph, and analyze inequalities in two variables. (DOK 2)

ALG1-3. Understand how algebra and geometric representations interconnect and build on one another.

a. Apply the concept of slope to determine if lines in a plane are parallel or perpendicular. (DOK 2)
b. Solve problems that involve interpreting slope as a rate of change. (DOK 2)

ALG1-4. Demonstrate and apply various formulas in problem-solving situations.

a. Solve real-world problems involving formulas for perimeter, area, distance, and rate. (DOK 2)
b. Explain and apply the appropriate formula to determine length, midpoint, and slope of a segment in a coordinate plane (i.e., distance formula and Pythagorean theorem). (DOK 2)
c. Represent polynomial operations with area models. (DOK 2)

ALG1-5. Represent, analyze, and make inferences based on data with and without the use of technology.

a. Draw conclusions, and make predictions from scatterplots. (DOK 3)
b. Use linear regression to find the line-of-best fit from a given set of data. (DOK 3)

Appendix C: ACT College Readiness Standards

English

E1 Topic Development in Terms of Purpose and Focus

- Identify the basic purpose or role of a specified phrase or sentence.
- Delete a clause or sentence because it is obviously irrelevant to the essay.
- Identify the central idea or main topic of a straightforward piece of writing.
- Determine relevancy when presented with a variety of sentence-level details.
- Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens the focus or to determine if an essay has met a specified goal.
- Delete material primarily because it disturbs the flow and development of the paragraph.
- Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.
- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence or to determine the need to delete plausible but irrelevant material.
- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.
- Determine whether a complex essay has accomplished a specific purpose.
- Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.

E2 Organization, Unity, and Coherence

- Use conjunctive adverbs or phrases to show time relationship in simple narrative essays (e.g., then, this time, etc.).
- Select the most logical place to add a sentence in a paragraph.
- Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, and in response).
- Decide the most logical place to add a sentence in an essay.
- Add a sentence that introduces a simple paragraph.
- Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, and in addition).
- Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic.
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward.
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.
- Rearrange sentences to improve the logic and coherence of a complex paragraph.
- Add a sentence to introduce or conclude a fairly complex paragraph.
- Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.

E3 Word Choice in Terms of Style, Tone, Clarity, and Economy

- Revise sentences to correct awkward and confusing arrangements of sentence elements.
- Revise vague nouns and pronouns that create obvious logic problems.
- Delete obviously synonymous and wordy material in a sentence.
- Revise expressions that deviate from the style of an essay.
- Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled").
- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
- Determine the clearest and most logical conjunction to link clauses.
- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
- Identify and correct ambiguous pronoun references.
- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.
- Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint").
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language.
- Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.

E4 Sentence Structure and Formation

- Use conjunctions or punctuation to join simple clauses.
- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.
- Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences.
- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
- Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, or dangling or misplaced modifiers).
- Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.
- Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
- Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
- Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.

E5 Conventions of Usage

- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.
- Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts.
- Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead.
- Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for and appeal to).
- Ensure that a verb agrees with its subject when there is some text between the two.
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.
- Identify the correct past and past participle forms of irregular and infrequently used verbs, and form present-perfect verbs by using have rather than of.
- Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun).
- Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.
- Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb.

E6 Conventions of Punctuation

- Delete commas that create basic sense problems (e.g., between verb and direct object).
- Provide appropriate punctuation in straightforward situations (e.g., items in a series).
- Delete commas that disturb the sentence flow (e.g., between modifier and modified element).
- Use commas to set off simple parenthetical phrases.
- Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause).
- Use punctuation to set off complex parenthetical phrases.
- Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by and).
- Use apostrophes to indicate simple possessive nouns.
- Recognize inappropriate uses of colons and semicolons.
- Use commas to set off a nonessential/nonrestrictive appositive or clause.
- Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
- Use an apostrophe to show possession, especially with irregular plural nouns.
- Use a semicolon to indicate a relationship between closely related independent clauses.
- Use a colon to introduce an example or an elaboration.

Math

M1 Basic Operations and Applications

- Perform one-operation computation with whole numbers and decimals.

- Solve problems in one or two steps using whole numbers.
- Perform common conversions (e.g., inches to feet or hours to minutes).
- Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.
- Solve some routine two-step arithmetic problems.
- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.
- Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).
- Solve word problems containing several rates, proportions, or percentages.
- Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings).

M2 Probability, Statistics, and Data Analysis

- Calculate the average of a list of positive whole numbers.
- Perform a single computation using information from a table or chart.
- Calculate the average of a list of numbers.
- Calculate the average, given the number of data values and the sum of the data values.
- Read tables and graphs.
- Perform computations on data from tables and graphs.
- Use the relationship between the probability of an event and the probability of its complement.
- Calculate the missing data value, given the average and all data values but one.
- Translate from one representation of data to another (e.g., a bar graph to a circle graph).
- Determine the probability of a simple event.
- Exhibit knowledge of simple counting techniques.*
- Calculate the average, given the frequency counts of all the data values.
- Manipulate data from tables and graphs.
- Compute straightforward probabilities for common situations.
- Use Venn diagrams in counting.*
- Calculate or use a weighted average.
- Interpret and use information from figures, tables, and graphs.
- Apply counting techniques.
- Compute a probability when the event and/or sample space is not given or obvious.
- Distinguish between mean, median, and mode for a list of numbers.
- Analyze and draw conclusions based on information from figures, tables, and graphs.
- Exhibit knowledge of conditional and joint probability.

M3 Numbers: Concepts and Properties

- Recognize equivalent fractions and fractions in lowest terms.
- Recognize one-digit factors of a number.
- Identify a digit's place value.
- Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor.
- Find and use the least common multiple.

- Order fractions.
- Work with numerical factors.
- Work with scientific notation.
- Work with squares and square roots of numbers.
- Work problems involving positive integer exponents.*
- Work with cubes and cube roots of numbers.*
- Determine when an expression is undefined.*
- Exhibit some knowledge of the complex numbers. †
- Apply number properties involving prime factorization.
- Apply number properties involving even/odd numbers and factors/multiples.
- Apply number properties involving positive/negative numbers.
- Apply rules of exponents.
- Multiply two complex numbers. †
- Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.
- Exhibit knowledge of logarithms and geometric sequences.
- Apply properties of complex numbers.

M4 Expressions, Equations, and Inequalities

- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as b + g).
- Solve equations in the form x + a = b, where a and b are whole numbers or decimals.
- Substitute whole numbers for unknown quantities to evaluate expressions.
- Solve one-step equations having integer or decimal answers.
- Combine like terms (e.g., 2x + 5x).
- Evaluate algebraic expressions by substituting integers for unknown quantities.
- Add and subtract simple algebraic expressions.
- Solve routine first-degree equations.
- Perform straightforward word-to-symbol translations.
- Multiply two binomials.*
- Solve real-world problems using first-degree equations.
- Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).
- Identify solutions to simple quadratic equations.
- Add, subtract, and multiply polynomials.*
- Factor simple quadratics (e.g., the difference of squares and perfect square trinomials).*
- Solve first-degree inequalities that do not require reversing the inequality sign.*
- Manipulate expressions and equations.
- Write expressions, equations, and inequalities for common algebra settings.
- Solve linear inequalities that require reversing the inequality sign.
- Solve absolute value equations.
- Solve quadratic equations.
- Find solutions to systems of linear equations.
- Write expressions that require planning and/or manipulating to accurately model a situation.
- Write equations and inequalities that require planning, manipulating, and/or solving.
- Solve simple absolute value inequalities.

M5 Graphical Representations

- Identify the location of a point with a positive coordinate on the number line.
- Locate points on the number line and in the first quadrant.
- Locate points in the coordinate plane.
- Comprehend the concept of length on the number line.*
- Exhibit knowledge of slope.*
- Identify the graph of a linear inequality on the number line.*
- Determine the slope of a line from points or equations.*
- Match linear graphs with their equations.*
- Find the midpoint of a line segment.*
- Interpret and use information from graphs in the coordinate plane.
- Match number line graphs with solution sets of linear inequalities.
- Use the distance formula.
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle). †
- Match number line graphs with solution sets of simple quadratic inequalities.
- Identify characteristics of graphs based on a set of conditions or on a general equation such as y = ax2 + c.
- Solve problems integrating multiple algebraic and/or geometric concepts.
- Analyze and draw conclusions based on information from graphs in the coordinate plane.

M6 Properties of Plane Figures

- Exhibit some knowledge of the angles associated with parallel lines.
- Find the measure of an angle using properties of parallel lines.
- Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°).
- Use several angle properties to find an unknown angle measure.
- Recognize Pythagorean triples.*
- Use properties of isosceles triangles.*
- Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles.
- Use the Pythagorean theorem.
- Draw conclusions based on a set of conditions.
- Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.
- Use relationships among angles, arcs, and distances in a circle.

M7 Measurement

- Estimate or calculate the length of a line segment based on other lengths given on a geometric figure.
- Compute the perimeter of polygons when all side lengths are given.
- Compute the area of rectangles when whole number dimensions are given.
- Compute the area and perimeter of triangles and rectangles in simple problems.
- Use geometric formulas when all necessary information is given.

- Compute the area of triangles and rectangles when one or more additional simple steps are required.
- Compute the area and circumference of circles after identifying necessary information.
- Compute the perimeter of simple composite geometric figures with unknown side lengths.*
- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.
- Use scale factors to determine the magnitude of a size change.
- Compute the area of composite geometric figures when planning or visualization is required.

M8 Functions

- Evaluate quadratic functions, expressed in function notation, at integer values.
- Evaluate polynomial functions, expressed in function notation, at integer values. †
- Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths. †
- Evaluate composite functions at integer values. †
- Apply basic trigonometric ratios to solve right-triangle problems. †
- Write an expression for the composite of two simple functions. †
- Use trigonometric concepts and basic identities to solve problems. †
- Exhibit knowledge of unit circle trigonometry. †
- Match graphs of basic trigonometric functions with their equations.

Notes:

- Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.
- Standards followed by an asterisk (*) apply to the PLAN and ACT Mathematics Tests only.
- Standards followed by a dagger (†) apply to the ACT Mathematics Test only.

Reading

R1 Main Ideas and Author's Approach

- Recognize a clear intent of an author or narrator in uncomplicated literary narratives.
- Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Understand the overall approach taken by an author or narrator (e.g., point of view and kinds of evidence used) in uncomplicated passages.
- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages.
- Summarize basic events and ideas in more challenging passages.
- Understand the overall approach taken by an author or narrator (e.g., point of view and kinds of evidence used) in more challenging passages.
- Infer the main idea or purpose of more challenging passages or their paragraphs.
- Summarize events and ideas in virtually any passage.
- Understand the overall approach taken by an author or narrator (e.g., point of view and kinds of evidence used) in virtually any passage.

- Identify clear main ideas or purposes of complex passages or their paragraphs.

R2 Supporting Details

- Locate basic facts (e.g., names, dates, and events) clearly stated in a passage.
- Locate simple details at the sentence and paragraph level in uncomplicated passages.
- Recognize a clear function of a part of an uncomplicated passage.
- Locate important details in uncomplicated passages.
- Make simple inferences about how details are used in passages.
- Locate important details in more challenging passages.
- Locate and interpret minor or subtly stated details in uncomplicated passages.
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.
- Locate and interpret minor or subtly stated details in more challenging passages.
- Use details from different sections of some complex informational passages to support a specific point or argument.
- Locate and interpret details in complex passages.
- Understand the function of a part of a passage when the function is subtle or complex.

R3 Sequential, Comparative, and Cause–Effect Relationships

- Determine when (e.g., first, last, before, or after) or if an event occurred in uncomplicated passages.
- Recognize clear cause–effect relationships described within a single sentence in a passage.
- Identify relationships between main characters in uncomplicated literary narratives.
- Recognize clear cause–effect relationships within a single paragraph in uncomplicated literary narratives.
- Order simple sequences of events in uncomplicated literary narratives.
- Identify clear relationships between people, ideas, and so on in uncomplicated passages.
- Identify clear cause–effect relationships in uncomplicated passages.
- Order sequences of events in uncomplicated passages.
- Understand relationships between people, ideas, and so on in uncomplicated passages.
- Identify clear relationships between characters, ideas, and so on in more challenging literary narratives.
- Understand implied or subtly stated cause–effect relationships in uncomplicated passages.
- Identify clear cause–effect relationships in more challenging passages.
- Order sequences of events in more challenging passages.
- Understand the dynamics between people, ideas, and so on in more challenging passages.
- Understand implied or subtly stated cause–effect relationships in more challenging passages.
- Order sequences of events in complex passages.
- Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
- Understand implied, subtle, or complex cause–effect relationships in virtually any passage.

R4 Meaning of Words

- Understand the implication of a familiar word or phrase and of simple descriptive language.
- Use context to understand basic figurative language.

- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.
- Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.
- Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.
- Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.

R5 Generalizations and Conclusions

- Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
- Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages.
- Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages.
- Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
- Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives.
- Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.
- Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.
- Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage.
- Understand and generalize about portions of a complex literary narrative.

Science

S1 Interpretation of Data

- Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables or a food web diagram).
- Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, or axis labels).
- Select two or more pieces of data from a simple data presentation.
- Understand basic scientific terminology.
- Find basic information in a brief body of text.
- Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.
- Select data from a complex data presentation (e.g., a table or graph with more than three variables or a phase diagram).
- Compare or combine data from a simple data presentation (e.g., order or sum data from a table).
- Translate information into a table, graph, or diagram.

- Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table).
- Compare or combine data from a complex data presentation.
- Interpolate between data points in a table or graph.
- Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- Identify and/or use a simple (e.g., linear) mathematical relationship between data.
- Analyze given information when presented with new, simple information.
- Compare or combine data from a simple data presentation with data from a complex data presentation.
- Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data.
- Extrapolate from data points in a table or graph.
- Compare or combine data from two or more complex data presentations.
- Analyze given information when presented with new, complex information.

S2 Scientific Investigation

- Understand the methods and tools used in a simple experiment.
- Understand the methods and tools used in a moderately complex experiment.
- Understand a simple experimental design.
- Identify a control in an experiment.
- Identify similarities and differences between experiments.
- Understand the methods and tools used in a complex experiment.
- Understand a complex experimental design.
- Predict the results of an additional trial or measurement in an experiment.
- Determine the experimental conditions that would produce specified results.
- Determine the hypothesis for an experiment.
- Identify an alternate method for testing a hypothesis.
- Understand precision and accuracy issues.
- Predict how modifying the design or methods of an experiment will affect results.
- Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results.

S3 Evaluation of Models, Inferences, and Experimental Results

- Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.
- Identify key issues or assumptions in a model.
- Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a simple hypothesis or conclusion and why.
- Identify strengths and weaknesses in one or more models.
- Identify similarities and differences between models.
- Determine which model(s) is (are) supported or weakened by new information.
- Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion.

- Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.
- Determine whether new information supports or weakens a model and why.
- Use new information to make a prediction based on a model.
- Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a complex hypothesis or conclusion and why.

Writing

W1 Expressing Judgments

- Show a little understanding of the persuasive purpose of the task, but neglect to take or to maintain a position on the issue in the prompt.
- Show limited recognition of the complexity of the issue in the prompt.
- Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt, but do not maintain that position.
- Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position.
- Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt.
- Show some recognition of the complexity of the issue in the prompt by doing the following:
    - Acknowledging counterarguments to the writer's position
    - Providing some response to counter-arguments to the writer's position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion.
- Show recognition of the complexity of the issue in the prompt by doing the following:
    - Partially evaluating implications and/or complications of the issue
    - Posing and partially responding to counter-arguments to the writer's position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion.
- Show understanding of the complexity of the issue in the prompt by doing the following:
    - Examining different perspectives
    - Evaluating implications or complications of the issue
    - Posing and fully discussing counter-arguments to the writer's position

W2 Focusing on the Topic

- Maintain a focus on the general topic in the prompt through most of the essay.
- Maintain a focus on the general topic in the prompt throughout the essay.
- Maintain a focus on the general topic in the prompt throughout the essay, and attempt a focus on the specific issue in the prompt.
- Present a thesis that establishes focus on the topic.
- Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a thesis that establishes a focus on the writer's position on the issue.
- Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay.

- Present a critical thesis that clearly establishes the focus on the writer's position on the issue.

W3 Developing a Position

- Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas.
- Show little or no movement between general and specific ideas and examples.
- Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas.
- Show little movement between general and specific ideas and examples.
- Develop ideas by using some specific reasons, details, and examples.
- Show some movement between general and specific ideas and examples.
- Develop most ideas fully, using some specific and relevant reasons, details, and examples.
- Show clear movement between general and specific ideas and examples.
- Develop several ideas fully, using specific and relevant reasons, details, and examples.
- Show effective movement between general and specific ideas and examples.

W4 Organizing Ideas

- Provide a discernible organization with some logical grouping of ideas in parts of the essay.
- Use a few simple and obvious transitions.
- Present a discernible, though minimally developed, introduction and conclusion.
- Provide a simple organization with logical grouping of ideas in parts of the essay.
- Use some simple and obvious transitional words, though they may at times be inappropriate or misleading.
- Present a discernible, though underdeveloped, introduction and conclusion.
- Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas.
- Use some simple and obvious, but appropriate, transitional words and phrases.
- Present a discernible introduction and conclusion with little development.
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas.
- Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas.
- Present a somewhat developed introduction and conclusion.
- Provide unity and coherence throughout the essay, often with a logical progression of ideas.
- Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.
- Present a well-developed introduction and conclusion.

W5 Using Language

- Show limited control of language by doing the following:
    - Correctly employing some of the conventions of standard English grammar, usage, and mechanics but with distracting errors that sometimes significantly impede understanding
    - Using simple vocabulary
    - Using simple sentence structure
    - Correctly employing some of the conventions of standard English grammar, usage, and mechanics but with distracting errors that sometimes impede understanding

- Using simple but appropriate vocabulary
- Using a little sentence variety, though most sentences are simple in structure
- Correctly employing many of the conventions of standard English grammar, usage, and mechanics but with some distracting errors that may occasionally impede understanding
- Using appropriate vocabulary
- Using some varied kinds of sentence structures to vary pace
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding
- Using some precise and varied vocabulary
- Using several kinds of sentence structures to vary pace and to support meaning
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Using precise and varied vocabulary
- Using a variety of sentence structures to vary pace and to support meaning

Appendix D: National Industry Standards

National Restaurant Association ProStart Certification

ProStart Learning Objectives

1PS0 Introduction: Preparing for a Successful Career
1PS1 Successful Customer Relations
1PS2 Preparing and Serving Safe Food
1PS3 Preventing Accidents and Injuries
1PS4 Kitchen Basics
1PS5 Foodservice Equipment
1PS6 Nutrition
1PS7 Breakfast Foods and Sandwiches
1PS8 Working with People
1PS9 Salads and Garnishes
1PS10 Business Math
1PS11 Fruits and Vegetables
1PS12 Controlling Foodservice Costs
2PS0 Introduction: Preparing for a Successful Career
2PS1 The History of Foodservice
2PS2 Potatoes and Grains
2PS3 The Lodging Industry
2PS4 The Art of Service
2PS5 Desserts and Baked Goods
2PS6 Marketing and the Menu
2PS7 Purchasing and Inventory Control
2PS8 Meat, Poultry, and Seafood
2PS9 Standard Accounting Practices
2PS10 Stocks, Soups, and Sauces
2PS11 Tourism and the Retail Industry
2PS12 Communicating with Customers

National Restaurant Association ServSafe Certification

ServSafe Course Content

SS1 Providing Safe Food
The Dangers and Prevention of Foodborne Illness
Preventing Foodborne Illness
How Food Becomes Unsafe
The Food Safety Responsibilities of a Manager

SS2 The Microworld
Microbial Contaminants
Bacteria

Viruses
Parasites
Fungi

SS3 Contamination, Food Allergens, and Foodborne Illness
Types of Foodborne Contamination
Deliberate Contamination of Food
Food Allergens

SS4 The Safe Foodhandler
How Foodhandlers Can Contaminate Food
Components of a Good Personal Hygiene Program
Management's Role in a Personal Hygiene Program

SS5 The Flow of Food: An Introduction
Preventing Cross-Contamination
Time and Temperature Control
Monitoring Time and Temperature

SS6 The Flow of Food: Purchasing and Receiving
General Principles
Inspecting Food

SS7 The Flow of Food: Storage
General Storage Guidelines
Types of Storage

SS8 The Flow of Food: Preparation
Handling Food
Thawing Food Properly
Preparing Specific Food
Cooking Guidelines
Cooking Temperatures
Cooling Food
Reheating Food

SS9 The Flow of Food: Service
Holding Food
Serving Food Safely
Types of Foodservice Operations

SS10 Food Safety Systems
Food Safety Programs
Active Managerial Control
HACCP
Crisis Management

SS11 Sanitary Facilities and Pest Management

Facilities and Equipment
Cleaning and Sanitizing
Integrated Pest Management

SS12 Food Safety Regulation and Standards
Government Regulatory System for Food
The Food Code
Foodservice Inspection Process

Appendix E: National Educational Technology Standards for Students

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.

c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.