

Culinary Arts/Back Kitchen
Level III Unit Outline

Unit 1: Agenda Book Review/Classroom Rules

- Class discussion of student agenda book
- Review of classroom rules and expectations
- School safety protocols, district drills and emergency evacuations, behavior and meeting locations
- Review expectations and school policies for electronic devices

Unit 2: Safety, First Aid, Personal Protective Equipment and Shop Attire

- Identify, discuss, locate first aid and blood borne kits
- Identify, locate and demonstrate function and purpose of the Emergency Eye Station
- Identify, discuss, locate fire extinguisher
- Identify, distribute and discuss function and uses of protective eyewear, appropriate personal protective equipment (PPE) required in shop, and acceptable shop attire
- Identify, show location and discuss function and uses of the SDS (Safety Data Sheets) and how to interpret the information about paints and aerosols, content precautions, material labeling
- Equipment safety protocols
- Identify, demonstrate shop ventilation systems where applicable
- Identify locate and discuss function of shop flammable cabinet where applicable
- Discuss and demonstrate shop housekeeping of supplies, work stations and room maintenance
- Discuss and identify electrical safety considerations in the shop area
- Compile a safety section in the student shop notebook
- Identify, demonstrate air gauge function and operation where applicable
- Completion of online safety course and successful passing of safety test(s)

Unit 3: Safety and Sanitation

- The importance of the use and practice of good sanitation skills
- The importance of good personal hygiene and how it can affect a business
- Recognize when hand washing is required
- The importance of proper storage of ingredients
- Proper cleaning methods for equipment and work areas

Unit 4: Knives and Smallwares

- Identify knife parts

- Proper knife selection
- Proper sanitation and storage techniques used with professional knives
- Proper knife cuts (chiffonade, rondelle, diagonal cuts, mincing, dicing, julienne, batonnet and brunoise)
- The meaning and purpose of NSF as it relates to food service equipment and food safety

Unit 5: Seasonings and Flavorings

- MSG
- Sensory factors
- Food flavorings
- Condiments
- Fresh herbs and spices versus dry herbs and spices
- Herb and spice potency

Unit 6: Sensory Properties of Food and Flavor

- The five flavor senses
- Seasonings versus flavorings
- Global climate effects on regional cuisines
- Condiments and the foods they accompany
- Nuts and seeds and how they are used in cooking
- Middle Eastern herbs and spices
- Asian herbs and spices
- Purchasing and inventory of exotic foods

Unit 7: Standardized Recipe Development

- Standard recipe consistency
- Portion control
- Food production quantity
- Food quality

Unit 8: Fish, Shellfish and Mollusks Cookery

- Market forms of fresh fish
- Market forms of oysters
- Clams, mussels, and scallops
- Crustaceans
- Grades of shellfish

Unit 9: Career Awareness, Exploration and Preparation

- Update individual student CTE portfolio
- Update resume, cover letter, Attendance for Success form, best work, etc.
- Professional behavior in CTE, school-based business behavior, handling cash, school and business protocols
- Identify transferable career skills and design alternate career plans
- Analyze how economic conditions and societal changes influence employment trends and future education

Unit 10: Structured Learning Experiences—Understanding the Workforce

- Young workers safety and health
- Preventable work-related injuries
- Workplace communication
- Employer responsibilities
- Job shadowing and community service

Unit 11: Food Safety and Sanitation Certification

- Proper procedures for receiving and storing foods
- Handling and holding foods properly
- Maintaining clean and sanitized work stations and tools
- Safe cooking temperatures

Culinary Arts/Back Kitchen
New Jersey Student Learning Standards

NJ Learning Standards 9.3

CONTENT AREA	9.3 CAREER AND TECHNICAL EDUCATION
HOSPITALITY & TOURISM CAREER CLUSTER[®]	
Number	Standard Statement
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
PATHWAY:	RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)
9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
9.3.HT-RFB.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.