

Culinary Arts/Front Kitchen  
Level III Unit Outline

**Unit 1: Agenda Book Review/Classroom Rules**

- Classroom review of student Agenda Book
- 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 using and practicing good sanitation skills.
- Appropriate personal hygiene practices for customer service.
- Proper food handling practices.
- Biological, physical and chemical hazards.
- Proper cleaning practices for machinery and workstations.
- Controlling pests.

**Unit 4: Service, the Heart of the Front Kitchen**

- Identify and describe the types of customer service techniques that are available in the front kitchen industry
- List the importance of quality and consistent service that is provided in the front kitchen industry
- Design a customer satisfaction chart and track results
- Create “Frequent Guest” promotional material
- Define “Customer Focused Employees”
- Know the skills needed to be a customer focused employee. (Eye contact, posture, smile, use of customers name, good grooming, etc.)

### **Unit 5: Culinary Applications**

- Breakfast foods
- Sandwiches, appetizers and hors d’oeuvres
- Fruit and vegetables

### **Unit 6: Food Service Equipment**

- Kitchen work flow
- Receiving and storing
- Preparation and cooking equipment

### **Unit 7: Customer Service and Guest Relations**

- Identify and describe the elements of good customer relations
- Interaction with customers over the telephone and in person
- Order taking, filling, and making change
- Irate customer solutions and when to push the situation up the chain of command

### **Unit 8: Menus**

- Planning the menu
- Pricing menu items
- Designing the menu

### **Unit 9: Skills for Success**

- Ethics in the workplace
- Code of Ethics
- Guidelines for ethical behavior
- Ethics in the front kitchen

### **Unit 10: 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 11: 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 12: Cooperative Education—Workplace**

- Technical and career skills review
- Workplace attendance, review phone etiquette, greeting guests
- Workplace safety, hazards
- Employer responsibilities
- Financial literacy

### **Unit 13: 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/Front Kitchen  
New Jersey Student Learning Standards

**NJ Learning Standards 9.3**

<b>CONTENT AREA</b>	<b>9.3 CAREER AND TECHNICAL EDUCATION</b>
<b>HOSPITALITY &amp; TOURISM CAREER CLUSTER<sup>®</sup></b>	
<b>Number</b>	<b>Standard Statement</b>
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
<b>PATHWAY:</b>	<b>RESTAURANTS &amp; FOOD/ BEVERAGE SERVICES (HT-RFB)</b>
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.