

AM Rotation–Culinary Arts/Front Kitchen
Level II 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

- Identify and review equipment and tool safety measures
- Cleaning and sanitizing
- Disposing of waste and recycling

Unit 4: The Dining Experience

- Experience side work in a dining room environment
- Explain different glassware and their use

- Classify various methods of dining room services

- List common pieces of tableware and describe how they are used in the commercial dining room

Unit 5: Mise en Place

- Plan a menu using different station assembly requirements
- Demonstrate proper mise en place of recipe requirements and ingredients
- Demonstrate station setup
- Demonstrate recipe sub assembly
- Determine doneness of grilled meats & vegetables for setup

Unit 6: Introduction to Marketing and Promotions

- Demonstrate how to analyze a marketplace for foodservice
- Identify promotions and public relations techniques
- Explain the reason behind marketing and promotions
- Understand target markets and demographics
- Understand market segmentation and how to pinpoint the target market
- Understand demographics and the importance it has to businesses
- Explain what “The Promotional Mix” is
- Explain the types of sales promotions (Special pricing, frequent shopper program, premiums, special events, samples, contests and sweepstakes)

Unit 7: Sustainability

- Learn about the importance of sustainability in the front kitchen industry and all of its segmentations
- Be able to explain “green buildings” and what this would mean in a restaurant versus a hotel
- Explore seafood sustainability and the advantages and disadvantages of the “fish farm”
- Understand energy conservation
- Understand water conservation
- Discuss “alternative energy” sources and types

Unit 8: Food Service Equipment

- Kitchen work flow
- Receiving and storing

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, employer expectations, professional appearance
- Review career goals and determine steps necessary for attainment
- Modify personalized Student Learning Plans to support declared career goals

AM Rotation–Culinary Arts/Front 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.