

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE
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Course Title: Food Service Production and Management 1	Course Number: A 8413
Department: Career and Technical Education	Grade(s): 10 - 11
Level(s): Academic	Credit: 1
Course Description Foodservice Production and Management 1 explores the competencies, characteristics and expectations of careers in foodservice and hospitality management. This course includes topics such as sanitation, nutrition, fundamentals of cooking and baking, and investigation of leadership competencies essential to success in the world of work. This class will emphasize employability competencies and will develop marketable skills for future employment in foodservice and hospitality operations.	
Required Instructional Materials <i>On Cooking: A Textbook of Culinary Essentials</i> , Pearson Education, Inc., 2003.	Completion/Revision Date Approved by BOE June 2004

Mission Statement of the Curriculum Management Team
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The mission of the Career and Technical Education Curriculum Management Team is to assure that students, as a result of their experiences in K-12, will demonstrate transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities, and life long learning.

Enduring Understandings for the Course

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| <ul style="list-style-type: none">• Cooking methodologies require the application of scientific principles while encouraging culinary creativity. |
| <ul style="list-style-type: none">• Baking methodologies require the application of scientific principles while encouraging culinary creativity. |
| <ul style="list-style-type: none">• Sanitation dictates best practices that must be utilized in all foodservice industry and home settings. |
| <ul style="list-style-type: none">• Nutritional principles impact foodservice industry menu offerings and everyday diet choices. |
| <ul style="list-style-type: none">• Leadership competencies guide and direct the attitudes and attributes found in efficient, effective, and productive lives and careers. |
| <ul style="list-style-type: none">• Ethical behavior defines the values of individuals and organizations. |

<u>LEARNING STRAND</u>	
1.0 Cooking	
<u>ENDURING UNDERSTANDING(S)</u> Cooking methodologies require the application of scientific principles while encouraging culinary creativity.	<u>ESSENTIAL QUESTION(S)</u> <ul style="list-style-type: none"> • How does the application of scientific principles affect the final food product? • How does the selection of moist heat and/or dry heat methods affect cooking chemistry? • In what manner do time, temperature and volume affect the end product?
<u>LEARNING OBJECTIVES</u> The student will: <ul style="list-style-type: none"> 1.1 Explore how different methods of heat transfer directly affect the final product outcome. 1.2 Explore how cooking outcomes are affected by the application of cold temperatures, by food chemistry combinations/reactions, and by correctly following recipes. 1.3 Compare and contrast product outcomes when moist heat and dry heat methods are applied to various foods. 1.4 Identify the importance of selecting and applying the correct principles of cooking to each specific food source. 	<u>INSTRUCTIONAL SUPPORT MATERIALS</u> <ul style="list-style-type: none"> • <i>Professional Cooking</i>, Culinary Institute of America, John Wiley & Son, 1996. • www.epicurious.com • www.cooksillustrated.com • www.culinarycafe.com • Recipe and training software • <i>The Cooking Methods Series</i> (8 videos) • <i>Techniques of Healthy Cooking Series</i> (4 videos) <u>SUGGESTED INSTRUCTIONAL STRATEGIES</u> <ul style="list-style-type: none"> • Demonstration of cooking techniques, etc. • Modeling • Product-based performance • Group projects • Cooperative learning activities such as different food dishes <u>SUGGESTED ASSESSMENT METHODS</u> <ul style="list-style-type: none"> • Rubrics • Tests • Product evaluations • Notebook/Portfolio • Projects • Efficient and effective team participation • Work ethic satisfies hospitality cluster expectations

<u>LEARNING STRAND</u>	
2.0 Baking	
<u>ENDURING UNDERSTANDING(S)</u> Baking methodologies require the application of scientific principles while encouraging culinary creativity.	<u>ESSENTIAL QUESTION(S)</u> <ul style="list-style-type: none"> • Explore why precise measurement affects product outcome? • Explore how varied temperatures affect product outcome? • Explore how ingredient substitutions affect the final product? • Must recipes be followed exactly?
<u>LEARNING OBJECTIVES</u> – The student will: 2.1 Understand that different methods of heat transfer directly affect the final product outcome. 2.2 Differentiate between liquid and dry product measurements. 2.3 Explore scientific principles that affect the chemistry of food combinations. 2.4 Identify the varied properties of most baking ingredients.	<u>INSTRUCTIONAL SUPPORT MATERIALS</u> <ul style="list-style-type: none"> • <i>Professional Baking</i>, Culinary Institute of America, John Wiley & Son, 1996. • www.epicurious.com • www.cooksillustrated.com • www.culinarycafe.com • Recipe and training software • <i>The Baking Series</i>(4 videos) • <i>Cake Decorating and Chocolate</i> • <i>Measuring and Following Recipe Skills</i> <u>SUGGESTED INSTRUCTIONAL STRATEGIES</u> <ul style="list-style-type: none"> • Demonstration of baking techniques • Modeling • Product-based performance • Group projects • Cooperative learning <u>SUGGESTED ASSESSMENT METHODS</u> <ul style="list-style-type: none"> • Rubrics • Tests • Product evaluations • Notebook/Portfolio • Projects • Efficient and effective team participation • Work ethic satisfies hospitality cluster expectations.

LEARNING STRAND

3.0 Sanitation

ENDURING UNDERSTANDING(S)

Sanitation dictates best practices that must be utilized in all foodservice industry and home applications.

ESSENTIAL QUESTION(S)

- Why are all foodservice industry operations regulated by Health Department regulations?
- How do on-sight health department inspections improve the overall sanitary conditions of foodservice industry operations?
- Why are most food contaminations caused by human error?
- Which are more difficult to control, biological, chemical or physical contaminations?

LEARNING OBJECTIVES – The student will:

- 3.1 Identify the causes and conditions necessary for biological contaminations to occur.
- 3.2 Explore the common causes of chemical and physical food contaminations.
- 3.3 Identify the highest standards of sanitation required by federal, state or local health departments.
- 3.4 Apply sanitation best practices at all times.
- 3.5 Analyze HACCP (Hazard Analysis Critical Control Point) guidelines as applied to delivery, storage, preparation and service of all food and beverage products.

INSTRUCTIONAL SUPPORT MATERIALS

- *The Principles and Practices of Sanitation for Restaurant Operations*
- *The ServSafe Series of the National Restaurant Association* (6 videos)
- *Kitchen Safety & Food borne Diseases Series* (3 videos)
- *HACCP Series* (4 videos)
- *Knife Sanitation, Safety, and Sharpening* (2 videos)
- www.foodsafety.gov
- www.restaurant.org

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Demonstration
- Modeling
- Product-based performance
- Group experiments
- Individual research project & presentations

SUGGESTED ASSESSMENT METHODS

- Rubrics
- Tests
- Product evaluations
- Notebook/Portfolio
- Projects

LEARNING STRAND

4.0 Principles of Nutrition

ENDURING UNDERSTANDING(S)

Nutritional principles impact foodservice industry menu offerings and everyday diet choices.

ESSENTIAL QUESTION(S)

- How have nutritional choices and requests for diet-driven modifications affected the foodservice industry?
- How and why have food choices changed in the last one hundred years?
- What are the results of poor nutritional practices?
- Why is body weight the major indicator of good health?

LEARNING OBJECTIVES – The student will:

- 4.1 Explore the function(s) of each of the five nutrient groups.
- 4.2 Understand the importance of water as a component of good health.
- 4.3 Identify the food sources of each nutrient group.
- 4.4 Explain the caloric content of all foods and its relationship to healthy body weight.
- 4.4 Compare and contrast diet changes over the last century.
- 4.5 Recognize that food choices affect individual health.

INSTRUCTIONAL SUPPORT MATERIALS

- *Nutrition Concepts and Controversies*
- www.nutrition.org
- www.nutrition.gov
- www.eatright.org
- *Chef-Tec Software Program*
- *Pro Cuisine Nutrition Master Software*
- *Techniques of Healthy Cooking Series* (4 videos)
- *Nutrition Choices Series* (2 videos)
- *Nutrition and Exercise* (2 videos)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Direct instruction
- Demonstrations
- Product-based performance
- Diet Analysis Project
- Restaurant menu analysis group project
- Small group discussion

SUGGESTED ASSESSMENT METHODS

- Rubrics
- Tests
- Product evaluations
- Notebook/Portfolio
- Projects

<u>LEARNING STRAND</u>	
5.0 Leadership Competencies	
<u>ENDURING UNDERSTANDING(S)</u> Leadership competencies guide and direct the attitudes and attributes found in efficient, effective and productive lives and careers.	<u>ESSENTIAL QUESTION(S)</u> <ul style="list-style-type: none"> • What are the characteristics of leadership? Are these characteristics valued in modern society? • What is the role and function of management in any organization? • In what ways are leadership characteristics and management competencies linked? • How are the attitudes and attributes of all members of an organization guided and directed by the mission and philosophy of its leadership team? • Which is the more effective leadership style, being proactive or reactive?
<u>LEARNING OBJECTIVES</u> – The student will: <ul style="list-style-type: none"> 5.1 Evaluate the characteristics of leadership in both social and organizational settings. 5.2 Explore the multiple competencies of effective management. 5.3 Recognize that leadership and management competencies exist at all three levels of all organizations. 5.4 Compare and contrast the differences between leadership and management at all three levels (executive management; mid-management; workers) of an operation. 5.5 Analyze the attitudes and attributes of productive lives and careers as foodservice leaders. 	<u>INSTRUCTIONAL SUPPORT MATERIALS</u> <ul style="list-style-type: none"> • <i>International Journal of Hospitality Management</i> • <i>Hospitality Case Studies in Ethics and Leadership</i> • <i>Hospitality Leadership</i> • Curriculum Integration of FCCLA (Family, Career and Community Leaders of American) vocational student organization's national programs and projects. • www.hotelschool.cornell.edu • www.hotelexecutive.com • www.hospitalitynet.com <u>SUGGESTED INSTRUCTIONAL STRATEGIES</u> <ul style="list-style-type: none"> • Panel discussions • Value assessments • Cooperative learning • Case studies • Projects on leadership models • Modeling <u>SUGGESTED ASSESSMENT METHODS</u> <ul style="list-style-type: none"> • Rubrics • Tests & quizzes • Notebook/Portfolio • Projects • Presentations

<u>LEARNING STRAND</u>	
6.0 Ethical Behavior	
<u>ENDURING UNDERSTANDING(S)</u> Ethical behavior defines the values of individuals and organizations.	<u>ESSENTIAL QUESTION(S)</u> <ul style="list-style-type: none"> • What are the values that define ethical conduct? • Why is ethical conduct important for organizational identity in the workplace? • Why is an individual or organization's reputation linked to ethical practices? • Are ethical values consistently applied or relative to each situation?
<u>LEARNING OBJECTIVES</u> – The student will: <ul style="list-style-type: none"> 6.1 Analyze the values and practices that define ethical conduct. 6.2 Evaluate multiple applications of ethical conduct employees face at all operational levels of the food service industry. 6.3 Analyze the impact of ethical conduct to an individual's or an organization's reputation. 6.3 Investigate current events at the local, state, and national levels for situations and outcomes related to unethical actions. 6.4 Evaluate the role ethics play in modern society. 	<u>INSTRUCTIONAL SUPPORT MATERIALS</u> <ul style="list-style-type: none"> • <i>Ethics: The Heart of Leadership</i> (VHS/CD) • <i>Ethics in Hospitality Management</i> (VHS/CD) • <i>Hospitality Leadership</i> (VHS/CD) • Selected readings from <i>Hotel and Motel Management</i> & <i>The International Journal of Hospitality Management</i> Journals. • www.hotel-online.com • www.ethicaledge.com • <i>All I Said Was</i> Series (2 videos) • <i>The Art of Hospitality Management</i> Series (4 videos) <u>SUGGESTED INSTRUCTIONAL STRATEGIES</u> <ul style="list-style-type: none"> • Lecture • Panel discussions • Cooperative learning • Ethical issue debates • Student opinion presentations • Projects <u>SUGGESTED ASSESSMENT METHODS</u> <ul style="list-style-type: none"> • Rubrics • Tests • Notebook/Portfolio • Projects • Presentations