Course Information

Grade(s):	Grades 12
Discipline/Course:	Family and Consumer Science
Course Title:	Food Services III
Prerequisite(s):	Intro, Food Service I, II
Course Description: *Program of Studies*	The Food Service program is responsible for a self-sustained restaurant providing lunch and catering service within the high school and local community. Food Service students participate in the operation of the restaurant, working as a team, honing interpersonal skills, and developing initiative. Students will continue to develop food preparation skills within the commercial kitchen. Taking your food service skills to the next level, FS III puts your love of cooking, teamwork, and entrepreneurial interests into making an impact on yourself and your community. Through hands-on learning students will meet the needs of a community that they wish to support by generating methods to successfully collaborate with for-purpose organizations. All students will participate in Culinary Entrepreneurship where they are required to research and develop a project with recipes, costing, marketing and a portion of proceeds going towards their for-purpose organization . The project will culminate in an oral presentation where the students reflect on the year-long senior project while practicing their oral communication skills needed for job interviews. This course will connect the classroom to the community while students master standards through project-based learning, technical skills practice, and leadership development activities. This will give students a competitive edge in the workforce by encompassing academic achievement, personal and social development, citizenship and career awareness.
Course Essential	● How can I utilize culinary resources, skills and workplace strategies to advance my career?

Questions:	● How can I acquire a better understanding of myself, my place and value as a citizen in the larger community? ● How can I cultivate my soft skills to be a more efficient leader and team player?
Course Enduring Understandings:	● Demonstrate an understanding of the importance of values, communication and goal setting processes to self and community. ● Apply culinary arts knowledge and critical thinking skills to community issues. ● Utilize work and citizenship with a unique focus on how to contribute, collaborate and fulfill a need through entrepreneurial activities.
Duration:	Full year
Course Materials/Resources:	Internet, tablets, books, texts, magazines, online resources Commercial kitchen equipment Restaurant facility Visiting presenters from local culinary schools Partnerships with PTA, community organizations, local industry, restaurants, and parents.

Unit Number and Title:	**Food Safety & Sanitation**
Duration:	Ongoing
Resource(s):	N/A
Learning Goals	
Standard(s):	8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness. 8.2.5 Practice standard personal hygiene and wellness procedures. 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups. 8.2.8 Analyze current types of cleaning and sanitizing materials for proper use. 8.2.9 Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials. 8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods. 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
Essential Question(s):	● How do we employ Hazard Analysis and Critical Control Points (HACCP) to prevent food borne illnesses? ● How can we implement personal hygiene practices before entering and while working in the kitchen? ● How do we apply safe food handling and preparation techniques that prevent cross contamination?
Enduring Understanding(s):	● Cross Contamination ● HACCP ● Personal hygiene ● Food borne illnesses

Learning Goal(s): *Students will be able to use their learning to:*	● Employ Hazard analysis and critical control points (HACCP) to prevent food borne illnesses. ● Implement personal hygiene practices before entering and while working in the kitchen. ● Apply safe food handling and preparation techniques that prevent cross contamination.

Unit Number and Title:	**USE OF CULINARY EQUIPMENT**
Duration:	Ongoing
Resource(s):	N/A
Learning Goals	
Standard(s):	8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. 8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods. 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
Essential Question(s):	● How does commercial equipment differ from home-use kitchen equipment? ● How does one properly maintain, operate and take care of commercial equipment?
Enduring Understanding(s):	● Difference between commercial and home-kitchen equipment ● Operating commercial kitchen equipment ● Maintaining commercial kitchen equipment ● Compare various types of equipment used for food preparation
Learning Goal(s): *Students will be able to use their learning to:*	● Use commercial equipment. ● Maintain commercial equipment. ● Follow safety procedures and OSHA requirements.

Unit Number and Title:	**PLANNING AND PREPARATION OF FOODS**
Duration:	Ongoing
Resource(s):	N/A
Learning Goals	
Standard(s):	8.4.7 Apply principles of measurement, portion control,conversions, food cost analysis and control, menu terminology and menu pricing to menu planning. 8.5.1 Demonstrate professional skills in safe handling of knives , tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. 8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques. 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. 8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques. 8.5.9 Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques. 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
Essential Question(s):	● How can I increase my culinary skills and knowledge? ● How can I utilize my culinary skills and knowledge to help my community? ● How can I utilize my culinary skills and knowledge in entrepreneurial ways?

Enduring Understanding(s):	● Collaborate to create implementation plans for task sequencing, time management and kitchen management ● Demonstrate effective knife skills ● Prepare meals by examining and applying cooking principles
Learning Goal(s): *Students will be able to use their learning to:*	● Demonstrate essential work ethics. ● Collaborate among group members, assisting others in the group (when necessary with teacher support). ● Determine equivalents, substitutions and conversions of recipes. ● Demonstrate and broaden an understanding of cooking terminology and techniques described in recipes. ● Apply proper measuring techniques and appropriate knife skills to specific recipes. ● Evaluate recipes that require the use of a variety of food preparation techniques.

Unit Number and Title:	**Find Your Leadership Potential**
Duration:	Ongoing
Resource(s):	N/A
Learning Goals	
Standard(s):	13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 13.3.3 Demonstrate effective listening and feedback techniques. 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. 13.3.5 Apply ethical principles of communication in family, community and work settings. 13.3.7 Analyze the roles and functions of communications in family, work, and community settings.
Essential Question(s):	● How will my values and goals affect choices I make in my life? ● How can I learn to effectively communicate my wants, needs and point of view with others? ● How do you use your personal interests and strengths to impact the common good of your community? ● How can I cultivate a growth mindset? ● How can I solve a problem without feeling overwhelmed?
Enduring Understanding(s):	● Values and beliefs influence roles of self in communities. ● Effective verbal and nonverbal communication skills are necessary in order to interact socially within school, the workplace and the community. ● Take responsibility for behaviors and actions towards diversified perspectives. ● Set goals and the action steps needed to achieve them.
Learning Goal(s): *Students will be able to use their learning to:*	● Identify the differences between needs, wants, values and goals. ● Demonstrate verbal and nonverbal skills with a range of audiences. ● Evaluate the appropriateness of different approaches to solving problems

Unit Number and Title:	**Teamwork Makes The Dream Work**
Duration:	Ongoing
Resource(s):	N/A
Learning Goals	
Standard(s):	1.2.8 Demonstrate employability skills, work ethics, and professionalism. 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members. 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members. 13.5.4 Demonstrate techniques that develop team and community spirit. 13.5.5 Demonstrate ways to organize and delegate responsibilities. 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.
Essential Question(s):	● How can I improve my skills for the betterment of my team? ● How can I lead my team in a way to enhance their performance? ● How can I cultivate, encourage and embrace the skills from my team members?
Enduring Understanding(s):	● Interacting and cooperating appropriately with others is needed in order to be successful within school, the workplace, and the community ● Being able to be flexible, handle conflicts and problems appropriately, as they arise, is needed in order to be successful within school, the workplace, and the community. ● Identifying the characteristics and expectations of a qualified service/community worker. ● Employment and interview skills.

Learning Goal(s): *Students will be able to use their learning to:*	● Apply skills necessary for community involvement and employment. ● Recognize the personal and individual strengths of a team. ● Demonstrate proper etiquette and communication with their team and the community. ● Learn appropriate terminology used in the workplace.

Unit Number and Title:	**Employability Skills**
Duration:	Ongoing
Resource(s):	N/A
Learning Goals	
Standard(s):	13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships. 13.6.2 Apply ethical guidelines when assessing interpersonal issues and situations. 13.6.3 Apply critical thinking and ethical standards when making judgments and taking action. 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings. 13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.
Essential Question(s):	● How can I present myself appropriately to be successful at the workplace? ● What are ethics and how do they relate to getting and keeping a job?
Enduring Understanding(s):	● Good work ethics and job-related skills ● What employers want in an employee ● Ethical responsibilities in the food industry ● How to create a LinkedIn profile
Learning Goal(s): *Students will be able to use their learning to:*	● Understand the guidelines of ethical behavior. ● Determine what they would do in workplace situations.

Unit Number and Title:	**CULINARY ENTREPRENEURSHIP**
Duration:	Ongoing
Resource(s):	N/A
Learning Goals	
Standard(s):	8.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 8.1.5 Create an employment portfolio to communicate food production and services knowledge and skills. 8.6.3 Apply accounting procedures in planning and forecasting profit and loss. 8.6.4 Examine the areas of risk management and legal liability within the food service industry. 8.6.8 Implement marketing plans for food service operations. 8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations. 8.7.1 Analyze the role of quality service as a strategic component of exceptional performance. 8.7.2 Demonstrate quality service techniques and procedures that meet industry standards in the food service industry. 8.7.3 Analyze the relationship between employee attitude and skills and customer satisfaction. 8.7.4 Apply procedures for addressing and resolving complaints. 8.7.5 Demonstrate sensitivity to diversity and special needs.
Essential Question(s):	● How can I utilize my culinary skills and knowledge in entrepreneurial ways? ● How can I create a marketing plan? ● How can I create accounting procedures for profit and loss? ● How can I create quality service to gain and keep customers? ● What is the role of social media in the creation of a successful company? ● How do I create a positive work environment?
Enduring Understanding(s):	● Customer Service ● Employee Relations ● Entrepreneurship

	● Forecasting Profit and Loss ● Accounting
Learning Goal(s): *Students will be able to use their learning to:*	● Understand accounting for profit and loss. ● Understand marketing for food service. ● Understand the role of customer service. ● Understand social media and its role in the success of a company. ● Understand how to create a positive work environment.