

## CV Guarantee: Workplace Safety (CTE Foodservice 10-12)

<p><b>Big Idea:</b> Students enrolled in the CVHS Foodservice and Hospitality courses will work in a professional kitchen with modern, state of the art equipment and tools that focuses on developing personal health and safety practices in a high paced work environment.</p>			
<p><b>Standard:</b> B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.</p>		<p><b>Timeline:</b> year-long</p>	
<p><b>Key Vocabulary:</b> MSDS Safety Data Sheet, chemical hazards, proper lifting techniques, HAACP Hazard Analysis, OSHA, liability, workmen's comp,</p>		<p><b>Vocabulary Activities:</b> Frayer Squares; Venn diagrams; decoding words and meanings in context; Kahoots online activities; class games and activities</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I will understand the importance of following laws and standards governing work in a professional/ commercial kitchen.</p>	<p>I will identify critical points in the work environment where injuries would be likely to occur.</p>	<p>I can work safely in a high paced commercial kitchen setting in which my own safety and the safety of others around me is ensured.</p>	<p>Individual and/ or collaborative workplace safety plan.</p>
<p><b>Resources:</b></p> <p><b>textbook:</b> <i>Foundations of Restaurant Management &amp; Culinary Arts</i></p>			

## CV Guarantee: Safe Food Handling (CTE Foodservice 10-12)

<p><b>Big Idea:</b> Students will learn and apply important standards for food handlers in terms of basic sanitation and food safety, with attention to the importance of obtaining a food handler card for employment in the industry.</p>			
<p><b>Standard:</b> 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.</p>		<p><b>Timeline:</b> Test taken during 1st quarter; concepts applied throughout the year</p>	
<p><b>Key Vocabulary:</b> Personal Hygiene, Sanitize, personal hygiene, temperature danger zone, cross-contamination, bacteria, sterilize, critical control point, flow of food, temperature-control for safety foods (TCS foods), pathogens, toxins, cross contact, contact time</p>		<p><b>Vocabulary Activities:</b> Frayer Squares; Venn diagrams; decoding words and meanings in context; Kahoots online activities; class games and activities</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify the key concepts and procedures that support a safe food handling operation, including attention to personal hygiene and the safe handling of food and food contact surfaces.</p>	<p>I can observe videos or actual work being performed in a professional kitchen setting and determine if workers are following key food safety protocols.</p>	<p>I will integrate my knowledge of food safety and personal hygiene into weekly food activities in the kitchen lab.</p>	<p><i>California Food Handler's Card.</i></p>
<p><b>Resources:</b> <i>textbook: Foundations of Restaurant Management and Culinary Arts</i></p>			

CV Guarantee: Management Essentials (CTE Foodservice 10-12)

**Big Idea: Students will learn to employ ethical behaviors and actions that positively influence others, and they will learn to recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.**

**Standard:** 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

**Timeline:** Year-long

**Key Vocabulary:**

stereotypes, bias, prejudice, diversity, mission statement, model behavior, harassment, discrimination, complainant, retaliation, accountability, organizational goal, SMART goal, interpersonal skills, empathy, ethics, internal motivation, external motivation, professionalism, problem solving process, root causes, action plan, vision statement, job description, Equal Employment Opportunity Commission (EEOC), orientation, employee manual, evaluation, cross-training, performance appraisal,

**Vocabulary Activities:**

Framer Squares; Venn diagrams; decoding words and meanings in context; Kahoots online activities; class games and activities

Knowledge	Reasoning	Performance Skills	Product Examples
I will learn the key terms and concepts that define successful management practices and successful organizations.	I will be able to list and describe the various roles played by employees and managers in a foodservice operation.	I will participate in classroom evaluations of my and my work group's behavior during kitchen lab activities.	.Student/ group station check-out forms in food lab kitchen

**Resources:**

**textbook:** *Foundations of Restaurant Management & Culinary Arts*

## CV Guarantee: Applying Principles of Foodservice Operations (CTE Foods 10-12)

<p><b>Big Idea:</b> Students will acquire and apply the knowledge and concepts critical to understanding how foodservice operations, and businesses in general, need to be successful.</p>			
<p><b>Standard:</b></p> <p>B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.</p> <p>B5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.</p>		<p><b>Timeline:</b> 3rd quarter</p>	
<p><b>Key Vocabulary:</b> professionalism, efficiency, customer service, retail, wholesale, nonsupervisory, consumer, specialization, managerial, food cost, overhead costs, sunk costs, hidden costs</p>		<p><b>Vocabulary Activities:</b> Frayer Squares; Venn diagrams; decoding words and meanings in context; Kahoots online activities; class games and activities</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can explain my responsibilities as a worker in class in terms of stated key vocabulary.</p> <p>I can recognize in my peers their successes and underachievement as workers as related to key vocabulary</p>	<p>I can organize and plan projects and activities that reflect real life situations in the foodservice industry.</p> <p>I can evaluate my own performance with an emphasis on key vocabulary terms and concepts</p>	<p>I can design a restaurant menu that takes into account real world prices and customer demand as part of an in class group project.</p>	<p>The “Big Three Costs” restaurant and menu design project.</p>
<p><b>Resources:</b>  <b>textbook: <i>Foundations of Restaurant Management &amp; Culinary Arts</i></b></p>			

CV Guarantee: Application and Demonstration Technical Skills (CTE Foodservice 10-12)

<p><b>Big Idea:</b> Students will apply technical skills and knowledge to learn how to be productive kitchen workers in a modern fast-paced foodservice environment.</p>			
<p><b>Standard:</b> 10.3 Technical Knowledge and Skills: Construct projects and products specific to the Hospitality, Tourism and Recreation sector requirements and expectations.</p>		<p><b>Timeline:</b> School year- students work in the CVHS professional foodservice kitchen</p>	
<p><b>Key Vocabulary:</b> knife skills, mince, dice (small, medium, large), chop, chop, saute, deep fry, pan fry, convection bake, poach, stew, boil, simmer, parboil, grill, roast, stocks, sauces, cuisine, regional cuisines, culture, ethnicity,</p>		<p><b>Vocabulary Activities:</b> Frayer Squares; Venn diagrams; decoding words and meanings in context; Kahoots online activities; class games and activities</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I am familiar with and can implement the techniques of foodservice production in specific cuisines, such as breads and pastas, cuisine of Asia and Southeast Asia, basic soup preparations, among others.</p>	<p>I can locate and analyze a recipe that would be appropriate given my group's skill level to accomplish in the time frame allowed in the project expectations.</p>	<p>I will participate in a group (as part of a group competition) where we produce a specific culinary product to be served to staff in a technically judged competition.</p>	<p>I can make a soup or pasta dish to be presented to judges after which I will be able to reflect on judges feedback and the outcome of the competition.</p>
<p><b>Resources:</b> <i>Textbook: Foundations of Restaurant Management &amp; Culinary Arts</i></p>			

CV Guarantee: Application and Demonstration Public Service & Banquets (CTE Food services 10-12)

<p><b>Big Idea:</b> Students will participate in classroom activities such as staff luncheons and food production for student functions, and they will participate in large school and community based banquets and hospitality events to gain direct hands-on experience of work in the Hospitality, Tourism, and Recreation sector program of study.</p>			
<p><b>Standard:</b></p> <p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.</p>		<p><b>Timeline:</b> students will have multiple opportunities over the course of the year to apply and demonstrate their skills</p>	
<p><b>Key Vocabulary:</b></p> <p>chaffing dish, buffet line, mis en place, sterno, banquet service, tableside service, food stations, hor d’oeuvres, quick service; fast casual, fine dining, family style, cafeteria style, plated, pre-set menu, set-up, break-down, caterer, appetizer, main course, dessert course, intermezzo,</p>		<p><b>Vocabulary Activities:</b></p> <p>Frayer Squares; Venn diagrams; decoding words and meanings in context; Kahoots online activities; class games and activities</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<ul style="list-style-type: none"> <li>I will understand the the different jobs and duties that come with different positions and different events in the hospitality industry</li> </ul>	<ul style="list-style-type: none"> <li>I will identify the key roles and responsibilities required of workers in the “front of the house,” the “back of the house,” and those of off-site events.</li> </ul>	<ul style="list-style-type: none"> <li>I can be a productive team member who works safely and independently in a variety of different work settings.</li> </ul>	<ul style="list-style-type: none"> <li>“Cabaret Night” dinner; drama department dinner theater; staff lunch business; special district events.</li> </ul>
<p><b>Resources:</b>  <a href="#">Classroom lectures, demonstration and participation; online readings; guest speakers; Foundations textbook.</a></p>			

