

Culinary Arts/Front Kitchen  
Level IV Unit Outline

**Unit 1: Agenda Book Review/Class 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: ServSafe and H.A.C.C.P.**

- HACCP (Hazard Analysis and Critical Control Point)
  - Determine where food hazards might happen.
  - Find Critical Control Points where contamination could happen.
  - Create procedures to monitor the standards.
  - Procedure evaluation and corrective actions.
- Food storage
- Receiving foods
- Record keeping

#### **Unit 5: Food Service Equipment**

- Kitchen work flow.
- Receiving and storing.
- Preparation and cooking equipment.
- Holding and service equipment.

#### **Unit 6: Culinary Applications**

- Breakfast foods.
- Sandwiches, appetizers and hors d' Oeuvres.
- Fruit and vegetables.
- Grains.
- Meat and poultry.

#### **Unit 7: Marketing and Promotions**

- Market segmentation (demographic, geographic, product usage, lifestyle).
- Market communications and the connection to advertising, sales promotions, personal selling, public relations, direct marketing.
- Types of promotions; special pricing, frequent shopper, and premiums
- Public relations
  - Identify the purpose of public relations.
  - Understand the reason for strong public relations.
  - Know the difference between public relations and community relations.

#### **Unit 8: Sustainability**

- How to promote sustainable habits in the restaurant and foodservice industry.
- Advantages/disadvantages to observing sustainable practices; short and long-term.
- Going Green

### **Unit 9: Management Essentials**

- Learning to work together (workplace diversity).
- Being a successful leader.
- Interviewing and orientation.
- Training and evaluation.

### **Unit 10: Dining Experience**

- Types of dining.
- Types of meal service.
- Creating a dining environment.

### **Unit 11: Management Mathematics**

- Business of a restaurant.
- Owning you own restaurant.
- Purchasing and inventorying.
- Managing.

### **Unit 12: 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 and customer relations.
- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- NOCTI Preparation
  - College Review
  - Scholarship Assistance
- ServSafe Certification
  - Industry Credentials
- Career Portfolio – Partnership Day
  - Interviewing
  - Feedback from Advisory Board members

### **Unit 13: Cooperative Education—Workplace**

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

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.