

Culinary/Hospitality ProStart Year 2

Power Standards

1. Demonstrate professional food preparation skills in various areas.
2. Acknowledge the skills needed in a food service and hospitality career.

Power Benchmarks

1. Identify characteristics of quality breakfast foods and sandwiches.
2. Explore nutritional content within food and preparation.
3. Identify food service costing.
4. Explore the facet of food production in various salads.
5. Explain the basics of accounting in purchasing and inventory.
6. Identify the use and care of meat, poultry, and seafood
7. Analyze a marketing plan and menus in the food service operation
8. Discuss and prepare desserts and baked goods.
9. Analyze sustainability as it applies to foodservice.
10. Explore global cuisine.

Culinary/Hospitality ProStart Year 2

Students will be able to:

1. Demonstrate professional food preparation skills in various areas.
 - Discuss and prepare desserts and baked goods. (8)
 - Identify the use and care of meat, poultry, and seafood. (6)
 - Identify characteristics of quality breakfast foods and sandwiches (1)
 - Explore the facet of food production in various salads. (4)
 - Explore global cuisine. (10)
 - Explore nutritional content within food and preparation (2)

2. Acknowledge the skills needed in a food service and hospitality career.
 - Explain the basics of accounting in purchasing and inventory. (5)
 - Analyze a marketing plan and menus in the food service operation (7)
 - Identify food service costing.(3)
 - Analyze sustainability as it applies to foodservice.(9)

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Stage 1 – Desired Results:

Power Standard 1: Demonstrate professional food preparation in various areas.

Power Benchmark/Competency 1:

Identify characteristics of quality breakfast foods and sandwiches.

Estimated Timeline: 1 week

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X		X
Math	Science	Reading	Social Responsibility	Communication
X	X	X		

Understandings (Standards & Benchmarks):

Students will understand that:

Breakfast food and sandwiches are the most basic and commonly used professional culinary techniques.

Essential Questions:

- What do you fix for breakfast?
- What are some common sandwiches restaurant serve?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Explain how to keep milk products safe and sanitary.
- Distinguish among several different types of cheeses.
- Identify ways to keep egg products safe and sanitary.
 - Homogenization
 - Pasteurization
 - Clarified butter

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Prepare quick breads.
- Give examples of different types of cold and hot sandwiches.
 - Crepe
 - Quiche
 - Ramekin
 - Shirr
 - Canapé'
 - Hors D'oeuvres
 - Pullman bread

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Plan and prepare a Breakfast lab
- Breakfast Test

Key Criteria: (Rubric)

- Rubric on Teacher Resource DVD FRMCA Level 2
- Score 60% or higher

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Stage 3 – Learning Plan:

Identify characteristics of quality breakfast foods and sandwiches.

Power Benchmark/Competency: # 1

Learning Activities:	Resources:
Sample a variety of cheese and milk products	
Prepare a variety of sandwiches	Cookbooks/ Student workbook
Video –“ Egg cookery”	Egg council videos
Lab prepare eggs in a variety of ways	cookbooks
Compete in the Egg Council recipe contest.	
Egg Webquest	Student workbook Activity 1.4
“Egg Games”	Video
Howard Helmer’s Easiest Egg Recipes- American Egg Board	Video
Chapter 1 Notes	Attached
Chapter 1 Review Game	Teacher Resource DVD
Egg lab	Cookbooks/ student workbook
Breakfast Lab	Cookbooks/ student workbook
Pizza Time	Student workbook Activity 1.9
Design a Sandwich Shop	Student workbook Activity 1.10

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Breakfast Foods and Drinks

Pancakes

Swedish Pancakes

Waffles

Crepes

French Toast

Preparing Breakfast Meats and Starches

Bacon and Sausage

Ham and Canadian Bacon

Fish

Hash

Potatoes

 Hashed Browns

 Home Fries

Cereals

Breads and Pastries

Fruit

Hot Breakfast Beverages

Caffeine

Coffee

 *

 *

 *

 *

 *

 *

Tea

 Black

 Green

 Herbal

Culinary/Hospitality ProStart Year 2

Hot cocoa

Dairy Products and Eggs

Milk and Milk Products

Pasteurization:

Homogenization:

Special Health Considerations:

Types/Fat Content:

- *
- *
- *
- *
- *
- *
- *
- *
- *
- *
- *

Receiving and Storing Milk

Temperature:

FIFO:

Labeled:

Creams:

Why is it different than milk?

% Fat

Butter and Substitutes

Grades/Uses

Made by?

Sweet butter:

Cultured Butter:

Why is butter salted?

Clarified:

06/9/11

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Smoke point:

Butter Substitute:

Margarine:

Cheese

3 parts of cheese

Parmigiano

Curdling:

Dietary Positives:

Unripened:

Ripened:

Processed Cheese:

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Eggs

Draw an egg/ label parts

Grades of Eggs/uses

Forms	Uses	Eggs
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Receiving and Storing
Temperature
Inspect for

Cooking Eggs
Hard Cooked
 Shocking
Baked
 Ramekins
 Shirred
Poached

Scrabbled
Fried
 Up
 Over easy
 Basted
Omelet
Frittata
Quiche
Soufflé
Pooled

Sandwiches

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Basic Kinds of Sandwiches

Considerations

Hot Sandwiches

- Open-faced
- Hors d'ouvres
- Grilled
- Panini
- Deep Fried
- Pizza

Cold Sandwiches

- Submarine
- Wrap
- Multi-decker
- Club
- Canapé
- Tea

Bread, Spread, and Filling

- Bread
- Pullman loaves
- Spread
- Filling
- Accompaniments
- Pizza

Sandwich Station

Ingredients

- Mise en place
- Arrange
- Portions
- Pizza

Equipment

- Work Table
- Storage Facilities
- Storage Materials
- Hand Tools
- Portion-control equipment
- Cooking equipment for hot sandwiches
- Pizza Equipment

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Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate professional food preparation in various areas.</p> <p>Power Benchmark/Competency 2: Explore nutritional content within food and preparation.</p> <p>Estimated Timeline: 1 week</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	
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<p>Understandings: <i>Students will understand that:</i></p> <p style="padding-left: 40px;">The nutrient content of food and how it relates to food preparation.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are consumers more aware of in their eating habits? ➤ Why is nutritional planning important to customers? 																				
<p>Students will be able to: <i>(i.e. know)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe a healthy diet <ul style="list-style-type: none"> ○ Complete protein ○ Fat- soluble vitamins ○ Incomplete Protein ○ Water soluble vitamins ○ Minerals ○ Identify foods that contain the important nutrients. ○ Describe a healthy diet. ○ Vegetarian Diet ○ Obesity 	<p>Students will be able to: <i>(i.e. do)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Interpret information on a nutrition label. ➤ Suggest ways to make recipes more healthful. ➤ Analyze restaurant menus for nutritional value and provide nutritious alternative. <ul style="list-style-type: none"> ○ MyPyramid ○ Recommended Dietary Allowances 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Develop their plan for MyPyramid ➤ Dietary analysis scenarios ➤ Reduced Fat Lab 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Completion of the 90% MyPyramid plan for self. ➤ Rubric on Teacher Resource DVD
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Culinary/Hospitality ProStart Year 2

Stage 3 – Learning Plan:

Explore nutritional content within food and preparation.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
Analyze a recipe for nutrition content.	Internet
Plan a meal plan for themselves to met MyPyramid standards	Internet site for MyPyramid`
Do Review questions at the end of the chapter 6	Textbook
Look over MyPyramid handouts	Extension office
“Intro to Nutrition”	Video
Test Your Knowledge of Nutrition IQ	Student workbook Activity 2.1
Analysis- Nutrition Labels	Student workbook Activity 2.3
Nutrition Related Diseases – Research	Student Workbook Activity 2.7
Heart Healthy Cooking Lab	Student Workbook Activity 2.8
Recipe Substitution Lab	Student Workbook Activity 2.9

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Stage 1 – Desired Results:

Power Standard 2: Recognize the wide variety of careers in the food service/hospitality industry.

Power Benchmark/Competency 3:

Identify food service costing.

Estimated Timeline: 3 days

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X		
Math	Science	Reading	Social Responsibility	Communication
X		X		X

Understandings:

Students will understand that:

- Basic math skills are important to calculate food costing.

Essential Questions:

- How is the cost of food products calculated?
- What are different types of inventories that business use?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Identify food service costs in calculating cost per serving.
- Differentiate between perishable and nonperishable food purchases.
- Analyze different inventory procedures.
 - Perishable
 - Nonperishable
 - Edible portion
 - Par stock control
 - Production sheet

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Convert recipes from original yield to desired yield.
- Balance cash register receipts.
- Calculate selling price using food cost percentage.
 - Conversion factor
 - Yield
 - Food cost percentage

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Costing out of a recipe

Key Criteria:

- Accuracy of recipe costing

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Stage 3 – Learning Plan: Identify food service costing. Power Benchmark/Competency: #3	
Learning Activities:	Resources:
Count back cash from food bill.	Play money
Count a cash drawer	Cash drawer with play money
Balance a cash drawer register	worksheet
Costing out the ingredients in a recipe	Cookbook and grocery ads
Do practice worksheet on basic math skills	
Case in point activity with case study on standard portion cost	Activity book teacher ed. Ch 3
Do menu mark-up worksheet	Activity book chapter 3
Calculating selling prices worksheet	Activity book chapter 3
“Recipe Costing”	Video
Chapter 3 Notes	Attached

Culinary/Hospitality ProStart Year 2

Introduction to Cost Control 3.1

Cost Control Overview

Revenue

Cost

Cost Control

Types of Cost

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Cost related to sales _____

Examples of Cost Classifications

Controllable Cost

Variable Cost

Semi-variable Cost

Non-controllable Cost

Fixed Cost

Operating Budgets

Purpose of

1

2

3

Forecast

Historical Data

Average sales per customer

sales history

Production sheet

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POS

Moving Average technique

Profit Loss Report

Variances

Cost Control Tools

Technology's Impact

Full line Supplier

Controlling Food Cost 3.2

Price Point

Steps in Controlling Food Cost

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Determining Food Cost

Food Cost

Inventory

Opening Inventory

Closing Inventory

Mathematical Formula

Determining Food Cost Percentage

Total food Cost Percentage

Mathematical Formula

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Establishing Standard Portion Cost

Standardized Recipe

Standard Portion Control

Recipe Cost Card

As- Purchased versus Edible- Portion Cost

As purchased method

Edible portion method

Recipe Yield

Formula

Controlling Portion Sizes

Tools

Monitoring Production Volume and Cost Menu Pricing

Contribution Margin Method

Straight Markup Method

Average Check Method

Food Cost Percentage Method

Controlling Labor Cost 3.3

Budgeting Labor Cost

Factors Contributing to Labor Cost

Business volume

Employee turnover

Quality standards

Operational Standards

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Scheduling

Master schedule

Crew schedule

Contingency Plans include

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Controlling Quality Standards 3.4

Quality Standards for Purchasing, Receiving, and Storing

Purchasing

Receiving

Fish

Produce

Specialty Produce

Dried goods

Meat

Dairy

Storing

Freezers

Coolers

Temperature

Dry Storage

Quality Standards for Food Production and Services

Quality Standards for Inventory

Culinary/Hospitality ProStart Year 2

Physical Inventory Four Methods

1

2

3

4

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Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate professional food preparation in various areas.</p> <p>Power Benchmark/Competency 4: Explore the facet of food production in various salads.</p> <p>Estimated Timeline: 1 week</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X		X	Math	Science	Reading	Social Responsibility	Communication	X	X	X		X
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X	X	X		X																	
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X		X																	
<p>Understandings: <i>Students will understand that:</i></p> <p>Salads are an important facet of a meal.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What salads have you had? ➤ What salads are served at different points in the meal? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify and describe the various ingredients used to make salads. ➤ Identify common garnishes. ➤ Match dressings to salad greens and other ingredients. <ul style="list-style-type: none"> ○ Vinaigrette ○ Body ○ Base 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate designing attractive salads. ➤ Demonstrate garnishing plates. <ul style="list-style-type: none"> ○ Plating ○ Garnish 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Test chapter 9 ➤ Salad Lab ➤ Garnish Lab 	<p>Key Criteria:</p> <ul style="list-style-type: none"> ➤ Pass with 60% on the test ➤ Rubric on Teacher Resource DVD FRMCA
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Stage 3 – Learning Plan:

Explore the facet of food production in various salads.

Power Benchmark/Competency: 4

Learning Activities:	Resources:
Salads and Garnishes Showdown Game – for review	Teacher Resource DVD
Lab on making different kinds of salad dressing	cookbooks
“Composed Salads” & “Festive Salad”	Videos
Lab on making different salads with the different types of salads	Cookbook/ student workbook
Practice making garnishes	Garnishing tools
Video and book - “How to Garnishes”	Video
Guest speaker – Indian Hills Community College Culinary dept.	Guest speaker
Chapter 4 Notes	attached
“Meal Appeal: quick garnish & food presentation”	Video
“Appetizer & HorsD’oeuvres”	Video
Indian Hills Community College	Guest speakers

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SALADS

3 Keys to a Quality Salad

- *
- *
- *

Kinds of Salad Greens and Description

Parts of a salad

- *Base
- *Body
- * Garnish
- * Dressing

Types of Salad

- Green
- Bound
- Vegetable
- Fruit
- Combination

Salad Courses

- Starter
- Accompaniment
- Main Course
- Intermezzo
- Dessert

Cleaning and Storing

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SALAD DRESSING AND DIPS

Types of dressing

- vinaigrette
 - suspension
- Emulsified vinaigrette
 - Emulsion
 - Emulsifier
- Mayonnaise- based
- Mayonnaise

Dips

- Guacamole
- Salsa
- Hummus

GARNISHES

Why and How

- Brunoise
- Examples:

- KIS

Basic of plate presentation

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*

*

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Principles of Arrangement

Adding height to plate/platter

Tips

Culinary/Hospitality ProStart Year 2

Garnishing Desserts

- string work
- napping

Garnishing Soups

3 groups:

Consommés

Dollop

Gougeres

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Stage 1 – Desired Results:

Power Standard 3: Acknowledge the skills needed in a food service and hospitality career

Power Benchmark/Competency 5:

Explain the basics of accounting in purchasing and inventory.

Estimated Timeline: 2 days

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X		X
Math	Science	Reading	Social Responsibility	Communication
X		X		X

Understandings:

Students will understand that:

- Managers need to know the basics of accounting in order to make a variety of decisions on purchasing and inventory.

Essential Questions:

- What are direct and indirect costs in a business?
- What are assets and liabilities in a business?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Develop a specification list for items based on inventory information.
- Explain how production records influence purchasing decisions.
- Understand important concepts of balance sheets.
 - Purchase order
 - Specifications/specs
 - Productions records
 - Stock out
 - Double-entry accounting
 - Daily food cost sheets
 - Sales mix records

Students will be able to: (*i.e. do*)...(Include vocabulary)

- List difference between the types of inventories.
- Apply basic accounting principles to common foodservice scenarios
 - Periodic inventory method
 - Perpetual inventory method
 - Direct cost
 - Indirect cost
 - Assets
 - Liability
 - Forecasting

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Year 2 exam
- Chapter 5 test
- Convenience Vs scratch Lab

Key Criteria: (Rubric)

- Score above 70%
- Rubric on Teacher Resource DVD

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Stage 3 – Learning Plan:

Explain the basics of accounting in purchasing and inventory.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
Do Review Your Learning	End of each section in chapter 5
Restaurant manager –discuss inventory, ordering, & managing	Guest speakers
Business department introduce the T-chart to students	Business department
Compare the differences between same food items bought at two different stores	Bring in samples
Discuss federal grading and inspection procedures	
Look at purchase orders from the school kitchen service. Have Diane from the Central kitchen service and her vendor (Reinhart’s Food service)	Guest speaker food service and Reinhart’s food service
Discuss make or buy analysis and do convenience vs. scratch lab	Chapter 5 Student workbook Activity 5.5
Discuss receiving food products	Chapter 5
Inventory, label and store case order for food lab	Case order & storage room
Test Your Knowledge of Purchasing and Inventory IQ	Student workbook Activity 5.1
Product Specifications	Student workbook Activity 5.4
Practice Purchase Orders	Student workbook Activity 5.6

Culinary/Hospitality ProStart Year 2

Stage 1 – Desired Results:

<p>Power Standard 2: Demonstrate professional food preparation skills in various areas.</p> <p>Power Benchmark/Competency 6: Identify the use and care of meat, poultry, and seafood.</p> <p>Estimated Timeline: 1 week</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X		X	Math	Science	Reading	Social Responsibility	Communication	X	X	X		X
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X	X	X		X																	
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X		X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Meat, poultry and seafood are an important and costly part of a menu. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is your favorite meat, poultry or seafood? ➤ How do you like it prepared? ➤ What meat dish do you order in a restaurant? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe the various kinds of meat, poultry, and seafood. ➤ Match various cooking methods with different forms of meat, poultry, and seafood. <ul style="list-style-type: none"> ○ Crustacean ○ Goujonettes ○ Offal meats ○ Au jus ○ Mirpoix ○ Deglazing 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Outline the federal grading system for meat, poultry, and seafood. ➤ Demonstrate proper procedures for purchasing, storing, and fabricating meat, poultry, and seafood. <ul style="list-style-type: none"> ○ Silverskin ○ Fabrication ○ Marbling 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 8 test ➤ Meat Lab ➤ Poultry Fabrication 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Pass with 70% ➤ Rubric on Teacher Resource DVD ➤ Competition Guidelines
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Stage 3 – Learning Plan:

Identify the use and care of meat, poultry, and seafood.

Power Benchmark/Competency: # 6

Learning Activities:	Resources:
Look at the cuts of meat in the Beef and Pork brochures,	Pork and Beef council handouts
Do Review Your Learning for all sections	Textbook chapter 6 at the end of the sections
Do Meat cooking puzzle	Student workbook
Do study guides	Handouts with chapter
Review safe receiving, preparation, cooking, and storing procedures for meat, poultry, seafood, and shellfish	From ServSafe book
Discuss USDA grades of meat. Bring labels to class.	Textbook chapter 6
Discuss meat fabrication. Bring in a butcher to speak to the class.	
Lab – fabricate a chicken	handout
Discuss method of cooking meat: dry, moist, combination. Hold a lab on each method.	Textbook
Discuss what types of items are considered garde-manger.	Chapter 6
Show Beef cookery, Pork the other white meat, poultry	Videos
Poaching and Steaming	Video
Wild Side of Salmon	Video
Basics Beef and Poultry Fabrication	DVD
Chapter 6 Notes	Attached

Culinary/Hospitality ProStart Year 2

Meat

Grades of Meat

USDA

Graded

Quality Grade

Prime

Choice

Select

Good

Lower grades for Beef

Lower grades for Lamb

Lower grades for Veal

Yield grade

Cuts of meat

Muscle tissue

Connective tissue

Collagen

Primal cut

Aging

Fabrication

Retail cut

Butterflying

Medallions

Noisettes

Scallops

Emince

Offal Meat

Game Meat

Kosher

Purchasing and Storing Meat

Contribution Margin

Cost

Culinary/Hospitality ProStart Year 2

Freshens

Fat Content

Marbling

Equipment

Vendors

Signs of acceptable meat

Reject meat if

Cooking Techniques

Dry-heat

Methods

Cuts of meat

Mirepoix

Dry Cooking with Fat and oil

Moist- heat Cooking

Combination Cooking

Supplemental Cooking Technique

Bard

Determining Doneness

Rare

Medium Rare

Medium

Well done

Meat cuts and Cooking methods

Culinary/Hospitality ProStart Year 2

Poultry

Grades of Poultry

USDA

Good chicken looks like

A

B

C

Two Forms of Poultry: White and Dark

Purchasing, Fabrication, and Storing Poultry

Freshness

Form

Equipment

Vendors

Cost

Boning

Reject Poultry if...

Cooking Techniques for Poultry

Dry-heat cooking

A point

Truss

Dry-heat Cooking with Fat and oil

Moist- heat Cooking

Opaque

Combination Cooking

Mole poblano

Chicken

Duck

Goose

Turkey

Culinary/Hospitality ProStart Year 2

Seafood

Seafood Inspections and Grades

Who Inspects

NMFS grades on what factors

Finfish

Round Fish

Flat fish

Shellfish

Crustaceans

Mollusk

Cephopods

Purchasing, Fabrication, and Storing

Market form

Storage capabilities

Vendor selection

Processing method

Convenience

Storage capabilities

Draw: Whole or round

Drawn

Dressed

Fish fillet

Butterfly fillet

Steak

IQF

Fabricating Fin Fish and Shellfish

Fin Fish

Goujonettes

Paupiettes

Shellfish

Shucking

Deveining

Culinary/Hospitality ProStart Year 2

Storing

Fish

Acceptable if...

Reject if...

Shellfish

Acceptable if...

Reject if..

Cooking Techniques for Seafood

Dry-heat cooking

Dry heat with Fat and Oil

Moist-heat Cooking

Court bouillon

Fumet

En papillote

Combination Cooking

Bouillabaisse

Determining Doneness

1

2

3

4

Culinary/Hospitality ProStart Year 2

Stage 1 – Desired Results:

Power Standard 3: Acknowledge the skills needed in a food service and hospitality career

Power Benchmark/Competency7:

Analyze a market plan and menus in a food service operation.

Estimated Timeline: 3 days

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X		X
Math	Science	Reading	Social Responsibility	Communication
X		X		X

Understandings:

Students will understand that:

- A menu is the most important document/tool used in the food service operation.

Essential Questions:

- What attracts you to a restaurant?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Outline the components of a marketing plan.
- Describe how markets are commonly segmented.
- Analyze how menu items are selling.
 - Marketing plan
 - Demographics
 - Menu mix percentage
 - Plowhorse
 - Menu mix

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Create a menu for a fictitious restaurant.
- Create a restaurant promotion for their menu.
 - Marketing strategy
 - Point-of-sale display
 - California menu
 - Du jour menu

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Create a menu and market plan for a fictitious restaurant (ProStart Management Competition)
- Service that Sells Test

Key Criteria: (Rubric)

- Rubric from National ProStart Management Competition www.prostart.restaurant.org
- Pass with a 60 % or higher

Culinary/Hospitality ProStart Year 2

Stage 3 – Learning Plan:

Analyze a market plan and menus in a food service operation.

Power Benchmark/Competency: #7

Learning Activities:	Resources:
Visit a restaurant evaluating service, food, and facility	Do a survey
Write a report on restaurant management	Handout, internet, resource books
Interview a restaurant manager	Fill out questionnaire
Menu matching	Student workbook
Match & calculate for market demand	Student workbook
Look at variety of menus from restaurant	Sample
“Would your Restaurant Pass inspection”	Video
“Career Catering: An insider’s Guide to the Business”	Video
“Recipe Costing	Video
Developing a Business plan	video
Entrepreneur	video
Service that sells	Book
Service that sells	video
Be your own boss	video
Management Competition Project	www.prostart.restaurant.org
Chapter 7 notes	attached

Culinary/Hospitality ProStart Year 2

Marketing

Introduction to Marketing

Marketing Overview

Market

Marketing

Operation should

1

2

3

Marketing Dept. Should

1

2

3

Basic Marketing Concepts

Marketing Mix

Contemporary marketing mix

1

2

3

Product Service Mix

Presentation mix

Communication Skills

Market Trends

Marketing Plan

1

2

3

4

5

Research the Market

Establish Objective

Develop a Marketing Strategy

Culinary/Hospitality ProStart Year 2

Implement an Action Plan

Evaluate/modify the action plan

SWOT

Swot analysis

Strengths

Weaknesses

Opportunities

Threats

Culinary/Hospitality ProStart Year 2

Marketing Analysis, Identity, and Communication

Market Research Methods

- Experimental
- Observational
- Survey
- Sampling
 - Focus groups

Market Segmentation

- Target market
- Customer driven
- Mass marketing
- Target marketing
- Market segmentation
- Demographics
- Demographic segmentation
- Graphic Segmentation
- Product usage
- Lifestyle segmentation
- Value proposition

Creating a Market Identity

- Positioning
 - 1
 - 2
 - 3
- Ways Operations are different
 - Product

Physical Appearance

Service

Location

Image

Selecting the right mix

Communicating chosen identity

Market Communications

Advertising

Sales promotions

Personal selling

Public Relations

Culinary/Hospitality ProStart Year 2

Direct Marketing

Types of Sales Promotions

Special pricing

Frequent shopper program

Premiums

Special events

Samples

Contests and sweepstakes

Signage

Flyers

Premiums

Carryout and door hanger menus

Apparel and branded merchandise

Point of Purchase

Merchandising material

Direct mail

Email

Cooperative sales promotions

Public Relations: Engaging the Community

Publicity

Community Relations

Media Relations

Press Release

Press kit

Culinary/Hospitality ProStart Year 2

The Menu as a Marketing Tool

Menu Overview

Important Questions

Menu Functions

Informing Customers

Selling Products

Creating Identity

Menu Types

A la carte

Du Jour

Cyclical

Limited

Fixed

California

Prix fixe

Table d'hote

Organizing a Menu

Creating a Menu

Planning

Physical Layout

Skill of personnel

Availability of ingredients

Target market's wants and needs

Target market's expectations

Profit Margin

Designing

Medium

Layout

Color

Font

Art

Pricing

Profitability

Culinary/Hospitality ProStart Year 2

Margin

Food Percentage Method

Contribution margin method

Straight markup price

Average check method

Set dollar markup

Set price increase

Analyzing the menu

Sales volume

Sales volume percentage

Sales mix analysis

Menu Engineering

Menu mix percentage

Mix percent rat

Using the Classification

Stars

Plow horses

Puzzles

Dogs

Culinary/Hospitality ProStart Year 2 Restaurant Project

The following project is designed to investigate a local restaurant and find out as much as possible about the establishment. Below are the requirements and how I will evaluate your findings. Be sure to answer questions and write your findings out.

1. Make an appointment with the Owner/Manager of a local restaurant. Schedule a time when it is convenient with the management. Tell them it will take about 30 minutes. Explain your project. Early morning or late afternoons are usually good.
2. Have a list of questions ready to ask. (50 pts.) Examples are:
 - Who created the menu?
 - How many head chefs are there?
 - How many other types of food preparation employees do you have?
 - How many wait staff are employed?
 - How many managers, assistant managers?
 - Briefly state the main duties of each employee by category.
 - How old do you have to be to work there?
 - How many people on the average do you serve a day?
 - What is the starting pay for wait staff, assistant managers, chefs?
 - What average profit margin do you operate on?
 - How are the employees recognized for their extra hard work and customer service?
 - What courses in high school should one take to excel in the foodservice industry?
3. Walk through the front-of-house and back-of-house. Create a draft of the layout of the establishment. Label all rooms and space. List three positives and three negative about the establishment. (30 pts)
4. Analyze the menu on size, color, design, graphics, word fonts, food offered, amount of healthy dishes, and make a note of an unusual dish and what is involved in preparing it. Comment on prices. What would you change about the menu, and what do you really like about it? (25 pts)
5. Hand write a thank you letter to the Manager/Owner you interviewed. Send it and make a copy for this project. (20 pts)

OR

Write a 3-page report on a topic related to **restaurant management**. Site 2 sources. The topic must be pre-approved by instructor.

Total points 125

You will report your findings on the restaurant or restaurant management report to the class.

Total points for report to class 100 pts.

Culinary/Hospitality ProStart Year 2

Name _____

Industry Chef Management Test ("Service That Sells")

1. Customer service expectations are based on what 4 things? (4)
2. Explain how service and selling work together to make a successful business.(3)
3. What is suggestive selling? (2)
4. How does the word of poor service spread? 3 pts)
5. A restaurant is compared to what type of business and why? (3)
6. WII-FM-What does this stand for? How does it relate to the restaurant business? (4)
7. What are the 2 types of waiter/waitress? Describe them both (4)

Culinary/Hospitality ProStart Year 2

8. What are 4 basic behaviors for service excellence? (4)

_____ at me, _____ at me, _____ at me, & _____ at me.

9. What are the 4 steps of better service and higher sales and explain them? (8)

9. What 4 things must a server learn to guide their guest? (4)

10. _____ is the “Heart of the House”. (1)

11. What are at least 5 things staff can do to control cost? (5)

12. Manager should _____ every day to their staff. (1)

13. Give 3 incentive programs for the staff, a manager might do in the restaurant to increase sales? (3)

Culinary/Hospitality ProStart Year 2

14. _____ service happens all by itself. _____ service has to be managed. (2)

15. IYADWYADWADYAGWYAG This stand for? (9)

16. List 3 good interview questions. (3)

17. What is the purpose for employee evaluations? (3)

True or False

_____ 18. Employees are not considered customers.

_____ 19. Formal performance evaluations should be done every month.

_____ 20. At the employee interview, you may ask if they have an automobile, if needed for job.

_____ 21. You can always ask the applicant's age during an interview.

_____ 22. Service excellence is the responsibility of only the management team.

23. What is the #1 reason customers will not come back to a restaurant?(1)

24. What is team building? How does it apply to the restaurant business?(2)

Culinary/Hospitality ProStart Year 2

Stage 1 – Desired Results:

<p>Power Standard 2: Demonstrate professional food preparation skills in various areas.</p> <p>Power Benchmark/Competency 8: Discuss and prepare desserts and baked goods.</p> <p>Estimated Timeline: 1 week</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X		X	Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
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X	X	X		X																	
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Baked goods and desserts have common ingredients. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is your favorite dessert? ➤ What are different ways to prepare baked goods? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ List common ingredients in baking and their functions. ➤ Differentiate between lean, rich, sponge, and sour doughs. ➤ Explain how chocolate is made and how to temper chocolate. <ul style="list-style-type: none"> ○ Caramelization ○ Creaming method ○ Gluten ○ Oven spring ○ Nib 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Calculate ingredients for a recipe using the baker’s percentage. ➤ Prepare different types of quick breads and cake batters. ➤ Prepare dessert sauces. <ul style="list-style-type: none"> ○ Baker’s percentage ○ Pate a choux ○ Phyllo ○ Bavarian cream ○ Crème anglaise ○ Torte 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Lab and evaluation on breads and desserts ➤ Chapter 8 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Rubrics on Teacher Resource DVD FRMCA ➤ Score 60% or higher
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Culinary/Hospitality ProStart Year 2

Stage 3 – Learning Plan:

Discuss and prepare desserts and baked goods.

Power Benchmark/Competency: #8

Learning Activities:	Resources:
Do activity 5.2 – 10 Steps to Baking success	Student workbook p. 54
Do activity 5.3 - Preparation matching	Student workbook p. 55
Fill in graphic organizer on basic baking ingredients	Text book chapter 5, section 5.1, and other resources
Practice shaping rolls and Bread using playdough	Cookbook and handouts
Lab on quick bread and cake batters	Cookbooks
Lab on yeast breads, rolls and artisan breads	Cookbooks
Plan and prepare gourmet dessert lab	
Practice chocolate designs on paper for garnishing	Handouts
Make desserts with egg bases – angel food, chiffon, and sponge cakes, cream puffs and eclairs	Cookbooks
Group and identify chocolate products	Textbook chapter 5 p. 247
Study guides	Chapter 8 teacher resource dvd
Visit a chocolate store	Community
Visit the district bake shop or a bakery in the community	community
Do holiday baking for school staff and family members	Recipes
Play Desserts and Showdown game	Teacher resources chapter 5
“Chocolate Decoration Techniques” & “Captivating Confection: Brittle and more”	Videos
Chapter 8 Notes	Attached

Culinary/Hospitality ProStart Year 2

Desserts and Baked Goods

Baker's Ingredients

Name	Example

Baker's Measurement

Formula

Bakers %

Yield

Sifting

Explain

Yeast Breads

Types

*

*

Method

Steps

Method

Steps

Quick Breads/ Cakes

Preparation Methods

*

*

Culinary/Hospitality ProStart Year 2

*

*

Icings

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*

*

Steamed Pudding and Souffles

Pies, Pastries and Cakes

Pies

Pastries

Cookies

*

Culinary/Hospitality ProStart Year 2

*

*

*

*

*

*

Chocolate

Types

Storage

Tempering

Specialty Desserts

Frozen

Poached Fruit

Tortes

Dessert Sauces and Creams

Plating and Presenting

Culinary/Hospitality ProStart Year 2

Stage 1 – Desired Results:

<p>Power Standard 2: Acknowledge the skills needed in a food service and hospitality career.</p> <p>Power Benchmark/Competency 9: Analyze sustainability as it applies to foodservice.</p> <p>Estimated Timeline: 1 week</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
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X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand that:</i> Sustainable practices in the restaurant and foodservice industry, as well as the challenges and opportunities involved in introducing and following them.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How does the phrase “going green” apply to the food service industry? ➤ What can one do to conserve energy in a food service establishment? ➤ How can foodservices manage waste? ➤ What type of food practices address sustainability? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe sustainability and frames a discussion about the importance of water conservation. ➤ Identify ways to conserve energy. ➤ Discuss alternate forms of waste management in the restaurant and foodservice industry. ➤ Describe a variety of sustainable food practices and addresses growing consumer demand for sustainably produced menu items. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Environmental Protection Agency ➤ Sustainability ➤ Conservation ➤ Fossil fuels ➤ Renewable energy sources ➤ “Green” Building ➤ Brownfield site ➤ Repurposing foods ➤ Controlled environment ➤ composting ➤ food miles ➤ local source 																				
<h3 style="margin: 0;">Stage 2 – Assessment Evidence</h3>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Create a Sustainable Menu 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Rubric on Teacher Resource DVD 																				

Culinary/Hospitality ProStart Year 2

Stage 3 – Learning Plan:

Analyze sustainability as it applies to foodservice.

Power Benchmark/Competency: #9

Learning Activities:	Resources:
Test Your Knowledge of Sustainability IQ	Student Workbook Activity 9.1
Water Conservation Plan	Student Workbook Activity 9.3
Energy Conservation Webquest	Student Workbook Activity 9.5
Food Additives and Sustainability	Student Workbook Activity 9.7
Create a Sustainable Menu	Student Workbook Activity 9.9

Culinary/Hospitality ProStart Year 2

Stage 1 – Desired Results:

<p>Power Standard 2: Acknowledge the skills needed in a food service and hospitality career.</p> <p>Power Benchmark/Competency 10: Explore global cuisine.</p> <p>Estimated Timeline: 1 week</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
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X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	

<p>Understandings: <i>Students will understand that:</i> Culture and location affect food choices.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the cultures and cuisine of North America including Mexico? ➤ What affects the cuisine of Central America and the Caribbean? ➤ What are the components of South American cuisine? ➤ Describe the pathways of European cuisine. ➤ How is Mediterranean food patterned? ➤ What are the cultural influences of Middle Eastern cuisine? ➤ What are the food patterns of Asian cuisine?
---	--

<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe North and South American’s cuisine is from a diverse climate providing vast variety of foods. ➤ Classify the four major regional cuisines. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ North American Cuisine ➤ Central American Cuisine ➤ Caribbean Cuisine ➤ South American Cuisine ➤ European Cuisine ➤ Mediterranean Cuisine ➤ Middle Eastern Cuisine ➤ Asian Cuisine
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ○ Cultural Field Trip ○ Americas Lab ○ Four Regions Lab 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Rubric Attached ➤ Lab Rubric on the Teacher Resource DVD
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Culinary/Hospitality ProStart Year 2

Stage 3 – Learning Plan: Explore global cuisine. Power Benchmark/Competency: #10	
Learning Activities:	Resources:
Frugal Gourmet International Video Series	Video
Cultural Field Trip	Attached
Test Your Knowledge of Global Cuisine The Americas	Student Workbook Activity 10.1
Test Your Knowledge of the Global Cuisine Americas Lab	Student Workbook Activity 11.1
Americas Lab	Student Workbook Activity 10.5, 10.6 and 10.8
Four Regions Lab	Student Workbook Activity 11.3, 11.5, and 11.7
Review Game chapter 10 and 11	Teacher Resource DVD

Culinary/Hospitality ProStart Year 2

Cultural Cuisine Virtual Field Trip

Wouldn't it be wonderful if we could travel around the world and sample different cuisines? Since we are on a tight budget and live in the real world we can't.

You are responsible for taking the class on a virtual field trip to an exciting culinary hub. No student can do the same region. Your Region is _____

Please get your initial information from the text Chapters 10 and 11, as that is the information on the final exam. You are responsible for presenting this information. In your Power Point Presentation, Voice Tread, Website or Video include the following: (include photos)

- Title Page: Region and name
- Countries in region
- Cultural Influences
- Regional Ingredients and dishes
- Food of the countries
- Geography map
- Natural Attractions
- Man-made Attractions
- Brief history of the country
- Climate
- Current Events
- Holidays celebrated

Grading Rubric for a Power Point Project

	5	4	3	2	1
Content X12	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.

Culinary/Hospitality ProStart Year 2

<p>Slide Creation X2</p>	<p>Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.</p>	<p>Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting</p>	<p>Presentation flows well. Some tools used to show acceptable understanding . Correct number of slides.</p>	<p>Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.</p>	<p>Presentation has no flow. No tools used. Insufficient number of slides.</p>
<p>Slide Transitions X2</p>	<p>Transitions are smooth and interesting. Transitions enhance the presentation.</p>	<p>Smooth transitions are used on most slides.</p>	<p>Smooth transitions are used on some slides.</p>	<p>Very few transitions are used and/or they distract from the presentation.</p>	<p>No transitions used.</p>
<p>Pictures, Clip Art & Background X2</p>	<p>Images are appropriate. Layout of images is pleasing to the eye.</p>	<p>Images are appropriate. Layout is cluttered.</p>	<p>Most images are appropriate.</p>	<p>Images are inappropriate .</p>	<p>No images.</p>
<p>Mechanics X2</p>	<p>No spelling errors. No grammar errors. Text is in authors' own words.</p>	<p>Few spelling errors. Few grammar errors. Text is in authors' own words.</p>	<p>Some spelling errors. Some grammar errors. Text is in authors' own words.</p>	<p>Some spelling errors. Some grammar errors. Most of text is in authors' own words.</p>	<p>Many spelling errors and/or text is copied.</p>
<p>Presentation X4</p>	<p>Student presented the material with confidence.</p>	<p>Student presented material but could have been more confident.</p>	<p>Student had many difficulties presenting materials.</p>	<p>Student was unable to complete presentation before the class.</p>	<p>No attempt to present</p>

Total _____ 120 pts