

Vocational Training Foods

Curriculum Guide

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Course # 62

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Vocational Training Foods

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Name of Course: Vocational Training Foods

Level: Special Education

Prerequisites: None

Grade Levels: 9 – 12

Course Number: 62

Number of Credits: 5

Course Description:

This course is designed to be a continuation of the Vocational Training Program. The course will expose students to the activities required in the food industry. By simulating a restaurant situation, students will work as cook, cook's helper, dishwasher, waiter/waitress, bus person, and cashier.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational opportunities for students to interact positively with others regardless of race, color, national origin, ancestry, age, marital status, sexual orientation, gender, religion, disability or socioeconomic status.

Course Goals and Objectives:

The ultimate goal of this vocational program is for participants to secure employment in a food related trade. The following shall serve as interim goals and objectives toward meeting this ultimate goal and as a means of evaluating the progress of individual students.

I. Task Performance

Knowledge

Knows the basic procedure necessary for each of the major work stations

Either knows or can find in the text each of the recipes needed for the main courses

Either knows or can find in the text each of the recipes or procedures for preparing minor dishes and side dishes

Either knows or can find in the text each of the soup recipes

Either knows or can find in the text all of the baking recipes

Knows basic measurement terminology

Knows the safety rules and hygiene procedures for the food industry

Knows the procedures for minor first aid

Knows how to add dollars and cents

Knows how to make change

Can read and write the terms and words used on the basic menu

Skills

- Can follow a basic recipe, organizing the ingredients and performing the appropriate tasks
- Can manipulate the basic tools, i.e. knives, mixers, etc
- Can operate the basic equipment, i.e. ovens, microwave, toaster
- Can prepare more than one meal at a time
- Can prepare basic soups
- Can make basic salads
- Can prepare basic desserts
- Can prepare basic baked goods
- Can make sandwiches
- Can prepare foods on the grill
- Can prepare dishes for washing
- Can operate the dish washing machine
- Can properly clean utensils
- Can perform basic cleaning tasks
- Can read and interpret the menu
- Can write orders
- Can prepare drink orders
- Can set the table and prepare dining room for customers
- Can make coffee and tea
- Can clear table and transport dishes to dish room
- Can maintain dining room cleanliness
- Can operate the cash register
- Can make change
- Is able to seat customers and distribute menus

II. Social Performance

Attitude

- Can delegate job to subordinates
- Deal with subordinates in an appropriate manner
- Can handle stress and responsibility
- Is able to take orders and accept authority
- Can work with equals in close quarters
- Deal appropriately with customers

III. General Vocational Skills

- Dresses appropriately for assigned job
- Demonstrates good attendance

Demonstrates good punctuality
 Possesses an appropriate attitude toward work in general
 Works independently
 Sustains a routine

CCCS Addressed:

Standard 9.1: ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Research current advances in technology that applies to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Evaluate the following academic and career skills as they relate to home, school, community, and employment:

Communication
 Punctuality
 Time Management
 Organization
 Decision Making
 Goal Setting
 Resources Allocation
 Fair and Equitable Competition
 Safety
 Employment Application Skills
 Teamwork

4. Demonstrate teamwork and leadership skills that include student participation in real world applications.

5. Compare and contrast possible choices based on identified / perceived strengths, goals, and interests

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.

Building upon knowledge and skills gained in preceding grades, by the end of grade 12, students will:

A. Critical Thinking

1. Apply communications and data analysis to be problem solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.

B. Self Management

1. Apply project planning and management skills in academic and or occupational settings.
2. Compare and contrast for maximizing personal productivity

C. 1. Model interpersonal and effective conflict resolution skills.

2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character development and Ethics

1. Analyze how character influences work performance.
2. Discuss consequences and sanctions when on the job rules and laws are not followed.
3. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Use comparative shopping techniques for the acquisition of goods and services.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment

General Objectives:

At the conclusion of the course, the students will be able to:

1. Identify the six major work stations
2. Identify kitchen equipment and work centers.
3. Identify ways to prevent common kitchen accidents
4. Describe what to do if a kitchen accident results in injury.
5. Identify cause and methods to prevent food borne illness.
6. Identify causes and signs of food spoilage and proper storage of foods.
7. Identify and use proper measuring equipment and techniques.
8. Describe the food groups in the Food Guide Pyramid and understand its relationship to meal planning.
9. Identify basic information found on a food label.
10. Identify, understand and apply the basic principles of cookery.

Method of Instruction:

Students will be scheduled into the course for one or two periods daily. The class will function as a working restaurant, serving breakfast and lunch to faculty staff. Class size will be between 6 and 8 students.

The instructional year will be divided into 12 segments for 15 days each. Students will be rotated through the six major work stations. The actual rotation will differ depending on the number of students.

1. Cook – Will be responsible for the preparation of the larger or main dishes. The primary responsibilities will differ depending on the time of day. During the first three period blocks, the cook will work with the helper to prepare breakfast meals but will also be responsible for preparing the main courses for lunch. During the lunch blocks, the cook will prepare individual meals, direct the helper in the preparation of side courses, etc. , and insure that meals are served in timely manner,
2. Cook's Helper – The primary responsibility of the cook's helper is to assist the cook in the preparation of meals. During the first three periods block the helper will prepare breakfast meals, namely doing the grill work and assisting in the preparation of foods for lunch, i.e. making salads, peeling vegetables, etc. During the lunch blocks, the helper will prepare salads, prepare side dishes, make desserts, etc.
3. Dishwasher – Will operate the dish washing machine and clean larger equipment and utensils. Note: Major cleanup will be performed by students in a paid work program in the afternoon.
4. Waiter/Waitress – Will take orders, serve meals, assemble parts of meals as required, i.e. make coffee etc. Will also be responsible for setting up the dining room before each meal, shall be assisted by the bus person.

5. Bus Person – Will clean tables, bringing dishes to the dish room, assist the waiter as needed and will assist in the dish room as needed. Will be responsible for minor cleaning in the dining room.
6. Cashier – Will operate the cash register and handle payment for meals, making change, etc. Will also serve as host and will assist the waiter as needed. Will also be responsible for the reproduction of the menu.

Instruction in the Food Trades program will be basically experimental. Text will be provided. The primary emphasis, however, will be on providing on the job type training in a service industry.

Units:

The typical monthly schedule will include will include two days of academic training. These two days will usually be the first two school days of the month. During these two days the Roadkill Café will be closed. Students will work on various academic materials, work on developing a menu for the month, complete required cleaning or work with a guest chef. The remainder of the instructional year will consist of the 15 day cycles where students rotate through the six major work stations.

Evaluation:

An evaluation checklist will be developed using the goals and objectives. Each student will be evaluated at the end of each 15 day block of time. The evaluation instrument will be used to show student strengths and weaknesses.

Materials:

Each student will be supplied with a work shirt. This shirt which must be worn each day is supplied. The shirts will cleaned as needed.

Text:

Food for Today
Copyright 2006
The McGraw-Hill Companies, Inc.

Various Cook Books

Web Pages That Support Student Learning

Field Trips:

9th and 10th grade students will take a trip to observe at Sussex County Technical School.

11th and 12th grade students will take a trip to The Culinary Institute of America.

Both trips are educationally based and appropriate for students in the Vocational Training Foods Program.

These trips will occur every other year.

