



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Orientation to Catering

Course Description:

The curriculum for this third level course is developed from the Wisconsin Standards for Family and Consumer Sciences. Students will operate their own Catering Business. Daily and weekly jobs are accepted by the class and are prepared during the class time. Class members will experience working as a team to provide quality products. Students will learn valuable communication and cooperation skills. Grades will be determined by attendance, use of equipment, work ethic, clean up and sanitation. Units will differ from Trimester 1 to Trimester 2.

Trimester 1: Garnishes & Presentation, Marketing, Soup Sales and Caramel Apples.

Trimester 2: Garnishes & Presentation, Marketing, Soup Sales, Roll-out Cookies and Silk Pies.

Mastery Standards:

Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware and utensils to meet industry standards and OSHA requirements. (FPS1.c.11.h)

Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. (FPS1.e.28.h)

Apply the fundamentals of time, temperature and cooking methods to cooking, cooling, reheating and holding of variety of foods. (FPS1.e.29.h)

Demonstrate professional plating, garnishing and food presentation techniques. (FPS1.e.37.h)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Safe FoodHandler</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can you reduce your risk of a food borne illness? • What are the conditions and practices that promote safe food? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify personal behaviors that contaminate food. • Identify proper handwashing procedures and when hands should be washed. • Identify proper procedures for covering wounds and when to use gloves. • Identify requirements for employee work attire. • Identify criteria for excluding or restricting from working with food or a high-risk population. • Identify policies regarding eating, drinking and smoking while working with food.
<p>Unit Title: Preventing Cross Contamination and Time/Temperature Control</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the safety and sanitation practices throughout the food chain? • What knowledge should you possess about devices used to measure temperature? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify methods for preventing cross-contamination. • Identify methods for preventing time-temperature abuse. • Identify different types of temperature-measuring devices and their uses. • Calibrate and maintain different temperature-measuring devices.
<p>Unit Title: Storage</p> <p><u>Essential Questions:</u></p>	<p>Students will...</p> <p><u>Learning Targets:</u></p>

<ul style="list-style-type: none"> • What knowledge is necessary to track the safety of food during storage awaiting preparation for service? 	<ul style="list-style-type: none"> • Store food to prevent contamination. • Practice first-in-first-out (FIFO) product rotation. • Ensure food is properly labeled and dated. • Store food in appropriate storage containers. • Store refrigerated, frozen, and dry food safely.
<p>Unit Title: Preparation</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why are most food contaminations caused by human error? • Which are more difficult to control, biological, chemical or physical contaminations? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify proper methods for thawing food. • Identify the minimum internal cooking time and temperatures for TCS food. • Identify methods and time and temperature requirements for cooking cooked food. • Identify methods for preventing contamination and time-temperature abuse when preparing food.
<p>Unit Title: Vegetable Preservation</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why do people preserve food? • What causes food to spoil? • What are the methods of food preservation? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Generalize factors that cause food spoilage. • Explain procedures for freezing foods. • Demonstrate the techniques of blanching vegetables.
<p>Unit Title: Eggs</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can your knowledge of cooking eggs increase your versatility in meal preparation? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate the principles and methods for cooking eggs. • Cook eggs correctly for a breakfast menu. • Describe at least 4 ways to cook eggs.
<p>Unit Title: Career Opportunities</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • In what ways are leadership characteristics and management competencies linked? • How are the attitudes and attributes of all members of an organization guided and directed by the mission and philosophy of its leadership team? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze your likes, dislikes, interests, and abilities as a preliminary step in choosing a career. • Describe three general career areas in the field of food service.. • List the qualifications needed to work in each career area. • Identify skills and qualities needed for career success. • Explain the steps involved in finding a job.
<p>Unit Title: Roll-out Cookies</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does measurement and combination of ingredients affect differences in the outcome of baked goods? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explain the importance of measuring ingredients accurately • Identify the different categories of ingredients and their roles in the baking process.
<p>Unit Title: Soups/Chili</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does knowledge of basic stock cookery expand your culinary skills? • How does soups, stocks and sauces increase the versatility of a menu? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explain the use of thickening agents in making white sauces. • Use the factor method and markup-on-cost method pf pricing correctly. • Explain the role that standardized recipes play in maintaining

	<p>product consistency.</p> <ul style="list-style-type: none"> • Convert standard recipes. • Describe the sensory properties of food.
<p>Unit Title: Caramel Apples</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is the role and function of management in any organization? • What are the characteristics of leadership? • How can leadership and management work together in promoting a product for consumer sales? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Calculate unit cost, yield percentage, percent of shrinkage and cost per portion. • Demonstrate techniques for storing and issuing goods.
<p>Unit Title: Presentation of Products</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can careful planning aid in the outcome of an event? • How does the theme of an event affect the menu? • How can garnishing enhance a food product? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Prepare a variety of appetizers. • Arrange appetizers in an appealing manner.