

# **COURSE TITLE: Culinary Arts I**

## **Course Description:**

Culinary Arts I introduces students to basic food production, management, and service activities in both the back and front of the house. Emphasis is placed on sanitation, safety, and basic food preparation. Skills in mathematics, science, and communication are reinforced in this course. This course requires a fully-equipped, school-based commercial kitchen with food service and dining areas.

## **Potential Certifications/Credentials:**

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

## Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	<a href="#">Foundational Standards</a>	30
2	<a href="#">Tools and Equipment</a>	30
3	<a href="#">Foundational Cooking Methods</a>	40
4	<a href="#">Foodservice Management and Operations</a>	40

## **Plans of Instruction**

### **Foundational Standards**

#### **Supporting—will be taught throughout the course as needed for the unit.**

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- F6. Investigate various applicable professional organizations within the hospitality and tourism industry.

## **Topic 2 Title: Tools and Equipment**

### **Content Standards**

1. Outline compliance requirements for sanitation and health standards, including professional appearance and hygiene, use of protective gloves and clothing, correct food handling techniques, and correct use of knives and kitchen equipment.
2. Describe and demonstrate the correct use and maintenance of different types of knives and small equipment, including correct holding and cutting motions for classical knife cuts.
3. Describe equipment and procedures used for packing and transporting food, utensils, and equipment for catering, with emphasis on safety and sanitation.

### **Unpacked Learning Objectives**

#### **Students know:**

- The compliance requirements for sanitation and health standards, encompassing aspects such as professional appearance and hygiene, the utilization of protective gloves and clothing, proper food handling techniques, and the appropriate use of knives and kitchen equipment.
- How to correctly use and maintain various types of knives and small equipment, including proper holding techniques and cutting motions for classical knife cuts.
- How to identify the proper tools and protocols for transporting food, utensils and equipment for catering events.

#### **Students are able to:**

- Demonstrate an understanding of compliance requirements for sanitation and health standards.
- Describe the correct use of different types of knives and small equipment used in culinary settings.
- Proficiently describe and demonstrate the appropriate utilization and upkeep of various types of knives and small kitchen equipment, showcasing adeptness in holding techniques and executing precise cutting motions required for classical knife cuts.
- Explain and demonstrate the appropriate equipment and procedures required for packing and transporting food, utensils, and equipment for catering purposes, ensuring adherence to safety and sanitation guidelines to maintain food quality and prevent

#### **Students understand:**

- The essential compliance requirements for sanitation and health standards, encompassing maintaining professional appearance and hygiene, adhering to protocols for protective gear like gloves and clothing, practicing correct food handling techniques, and safely using knives and kitchen equipment to ensure a safe culinary environment.
- The principles behind the proper utilization and upkeep of different types of knives and small kitchen equipment, comprehending the importance of correct holding techniques and executing precise cutting motions, especially for classical knife cuts.
- The equipment and procedures essential for packing and transporting food, utensils, and equipment for catering, emphasizing safety

protocols and sanitation measures to uphold food quality and prevent health risks during transportation.

<b>Driving/Essential Question</b>	What are the proper food safety procedures when preparing and transporting food.
<b>Exemplar High Quality Task</b>	Demonstrate and execute proper kitchen and food safety with expert knowledge of kitchen equipment and operating procedures.

## Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities  <a href="#">Link to Differentiation Examples</a>	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials  <a href="#">Equipment List by CTE Cluster</a>  <a href="#">Link to Helpful Tech Tools</a>
<p>Demonstrate compliance requirements for sanitation and health standards, including professional appearance and hygiene, the use of protective gloves and clothing.</p>	<p><b>Formative:</b> Participate in hands-on-activities or assessments to showcase proficiency in sanitation protocols.</p>	<p>Demonstrate and describe the correct hand washing protocol, professional attire and sanitation protocols in the food service lab.</p> <p>Guest Speaker: A health department representative discusses the importance of compliance with health codes and how a health inspection is conducted.</p>	<p><b>Social Studies:</b> Study how professional hygiene requirements have evolved over time.</p> <p>Research how they were implemented initially and why.</p> <p><b>Science:</b> Complete this <a href="#">aseptic technique activity</a></p> <p><b>ELA:</b> Write directions for various food handling techniques and demonstrate them to the class.</p> <p><b>MATH:</b> Recall the temperatures at which germs and bacteria are killed for sanitation.</p> <p><b>Science:</b> Create a procedure chart for wearing, removing and</p>	<p>ServSafe Manual Sanitation strips Single Use Gloves Hair restraints Aprons</p>

			disposing of attire to prevent contamination.	
Demonstrate correct food handling techniques, and the proper use of knives and kitchen equipment.	<b>Formative:</b> Safe and proper knife skills lab rubric.	Demonstrate and describe the correct use and maintenance of different types of knives and small equipment.  Identify the appropriate knives and equipment for specific culinary tasks. Such as paring knives for precise cutting and Chef's knives for general chopping and slicing.  Demonstrate correct holding and cutting motions for classic cuts such as julienne, dice, chiffonade, and mince.	<b>Social Studies:</b> Research events that caused these practices to be implemented.  Share similar practices and requirements in other countries.  Research whether different states have food service requirements or if the federal government defines the regulations.  <b>ELA:</b> Create posters of different pieces of kitchen equipment and their purpose.  <b>ELA:</b> Create a safety manual for the school kitchen lab.	Knives to include Chef's knives, serrated, and pairing. Table, cutting board, Safety storage cabinet and cutting gloves for safety.
Model correct food handling techniques to ensure food safety and hygiene for packing and transporting food and equipment for catering events.	<b>Summative:</b> Safe Food Handler Test	Demonstrate proper food handling and packing for transport to various catering events.	<b>Social Studies:</b> Research events that caused these practices to be implemented.  Determine the state and federal regulations aligned with these practices. <b>Science:</b> Identify the mistakes and model a correct procedure, when	Hot and cold portable food storage Hotel pans and lids

			presented with an incorrect food handling scenario.	
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**Key Vocabulary**

Knife, Sharpening, Cutting board, Holding, Technique, Grip, Chopping, Mince, Dice, Julienne, Slicing, Chiffonade

**Work-Based Learning, Simulated Work Experiences, and Experiential Learning:**

Knowledge of different knife cuts. Knowledge of safety protocols for proper handling of food in a kitchen environment.

**CTSO Connection:**

STAR Event - Culinary, Event Planning, Career Investigation, Professional Presentation; FCCLA Knife Skills Demonstration Event

**Certification/Credential Connection:**

Alabama Certified Employee (ACE) / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager



### **Topic 3 Title: Foundational Cooking Methods**

#### **Content Standards**

4. Identify and describe practices, concepts, and equipment related to food preparation and service, using industry terminology.  
*Examples: terminology regarding food safety and sanitation, food preparation, and service*
5. Demonstrate and explain professional cooking techniques for a variety of foods, including dry, moist, and combination heat cooking methods.  
*Examples: sweet and savory foods, stocks, sauces, soups, salads, vegetables, starches, proteins, baked goods*
6. Evaluate the taste, texture, aroma, and appearance of student-prepared foods.

#### **Unpacked Learning Objectives**

##### **Students know:**

- How to demonstrate and explain professional cooking techniques for various types of foods, including proteins, vegetables, grains, and baked goods.
- How to demonstrate and explain professional cooking techniques for various types of foods, including dry, moist, and combination heat methods.
- How to evaluate the taste, texture, aroma, and appearance of student-prepared foods comprehensively.

##### **Students are able to:**

- The various equipment and protocols involved in packing and transporting food, utensils, and equipment for catering events, with a focus on maintaining safety and sanitation standards to prevent contamination and ensure the integrity of the items being transported.
- Demonstrate and explain professional cooking techniques, such as grilling, roasting, steaming, and braising, for various foods.
- Evaluate the taste, texture, aroma, and appearance of student-prepared foods comprehensively, discerning flavors, observing characteristics, and identifying aromatics.

##### **Students Understand that:**

- Mastery of food preparation and service involves knowledge of essential culinary practices and concepts.
- Professional cooking techniques encompass a range of methods for preparing diverse foods, each yielding unique flavors, textures, and appearances.
- Evaluation of student-prepared foods involves assessing multiple sensory attributes, including taste, texture, aroma, and appearance.

<b>Driving/Essential Question</b>	How does kitchen practices, equipment, and concepts work together to achieve the proper skills to make and execute plated dishes?
<b>Exemplar High Quality Task</b>	Ability to elevate and make corrections to dishes using taste, texture, aroma, and appearance.

**Map of Student Learning by Learning Objective**

<b>Unpacked Learning Objective SWBAT</b>	<b>Potential Subtasks for Assessments Formative/Summative</b>	<b>Potential Learning Activities</b>  <a href="#">Link to Differentiation Examples</a>	<b>Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities</b>	<b>Equipment, Technology and Materials</b>  <a href="#">Equipment List by CTE Cluster</a>  <a href="#">Link to Helpful Tech Tools</a>
Students identify and describe practices, concepts, and equipment related to food preparation.	<b>Formative:</b> Students know practices and concepts related to food preparation.	Demonstrate and explain different knife skills.  Explain and execute food preparation like mise en place, mise en bouche, and a la carte service.	<b>Social Studies:</b> Analyze food preparation practices across different cultures and create an infographic describing the differences.  <b>Science:</b> Create a chart that provides the following information: Food Preparation practices, concepts, equipment.  <b>ELA:</b> Create a presentation on the practices, concepts, and equipment related to food preparation in a group setting. Present to each other.	HACCP Binder, ServSafe for food safety. Food Processor, blender, oven, mixer, sheet pans, racks, knives, and measuring equipment.

<p>Identify and explain various food preparation techniques and concepts related to food safety, sanitation, and hygiene</p>	<p><b>Formative:</b> Summary of HACCP(Hazard Analysis and Critical Control Points</p>	<p>Demonstrate and explain ServSafe food practices in the kitchen using the correct chemicals, and procedures when cleaning the kitchen and washing food. .</p>	<p><b>Social Studies:</b> Explore whether these techniques have prevalence in various cultures and cuisines.</p> <p>Explore the earliest origins of these techniques and illustrate how they have evolved over time.</p> <p><b>Science:</b> Create a short video to demonstrate various food preparation techniques.</p> <p><b>ELA:</b> Create a presentation that demonstrates a ServSafe food practice in the kitchen</p>	<p>HACCP Binder, ServSafe</p>
<p>Explain the purpose and function of different kitchen equipment and utensils.</p>	<p><b>Formative:</b> Graphic Organizer</p>	<p>Explain how to use different kitchen equipment in the restaurant or commercial kitchen.</p> <p>Create a graphic organizer to identify utensils with their correct name and use.</p>	<p><b>Math:</b> Calculate the costs of maintenance of equipment commonly used in a kitchen.</p> <p><b>Social Studies:</b> Identify the earliest examples of kitchen equipment in the time before modern kitchens and comparing them to the equipment used today.</p> <p>Explore how the utensils have changed to become more effective and efficient.</p>	<p>Food and Beverage Services Equipment List</p>

			<p><b>Science:</b> Design a graphic presentation that models the purpose and function of kitchen utensils and equipment.</p> <p><b>ELA:</b> Write an essay explaining the purpose and function of different kitchen equipment and utensils.</p>	
Demonstrate and explain professional cooking techniques for a variety of foods, including dry, moist, and combination heat cooking methods.	<p><b>Formative:</b> Graphic Organizer</p> <p><b>Summative:</b> Labs and Lab Reports</p>	<p>Create a graphic organizer to identify and define and provide examples of various cooking methods.</p> <p>Various labs using different cooking methods  Dry Heat Cooking  Moist Heat Cooking  Combination Heat Cooking  Temperature control  Safety precautions  Dietary preferences  Cultural traditions  Culinary trends</p>	<p><b>Math:</b> Recall the temperatures food products must be stored and at what temperatures the products must be prepared to be safely consumed.</p> <p><b>Science:</b> Relate industry specific terminology to food preparation processes, cooking methods and presentation by giving specific scenarios in which they are used.</p> <p><b>ELA:</b> Create a vocabulary organization chart that will address all industry-specific terminology.</p>	Food and Beverage Services Equipment List
Evaluate the taste, texture, aroma, and appearance of student-prepared foods.	<p><b>Formative:</b> Exit ticket explaining what the student learned about</p>	<p>Conduct a student taste test panel to evaluate prepared food to teach</p>	<p><b>Science:</b></p> <p>Using sensory evaluation techniques, they provide</p>	Food and Beverage Services Equipment List

	<p>sensory evaluation during the student panel.</p> <p><b>Summative:</b> Labs and Lab Reports</p>	<p>about sensory evaluation.</p> <p>Evaluate the taste, texture, aroma, and appearance of student-prepared foods by sampling each dish attentively, assessing texture, noting aroma, and observing appearance</p>	<p>constructive feedback on taste, texture, aroma, and appearance, engaging in discussions to share observations.</p> <p>ELA: Write a summary of the 5 flavor profiles and the sense of smell using olfactory cells.</p>	
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## Key Vocabulary

Food Prep, Food Safety, Cross-Contamination, Sanitation, HACCP, Knife skills, Mise en Place, FIFO, Commercial Equipment, Food borne illness

## Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Kitchen labs, Catering events, Field Trips, Guest speakers, and Competitions.

## CTSO Connection:

STAR Event - Culinary, Event Planning, Career Investigation, Professional Presentation; FCCLA Skills Demo Event; Culinary Knife Skills, Culinary Food Art

## Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

## Topic 4 Title: Food Service Management Operations

### Content Standards

7. Demonstrate planning and organizational skills in a professional foodservice setting.  
*Examples: mise en place, compiling a shopping list, tasks, costing, portion control, supervision, sanitizing*
8. Demonstrate professional food presentation techniques, including plating, portion sizing, garnishing, and packaging.
9. Construct a standardized recipe, including correct formatting, measurements, terminology, As Purchased/Edible Portion (AP/EP) yields, costing and portioning, and nutritional information.
10. Design and set up venues for special occasions and events.
11. Investigate and compare current economic and environmental sustainability factors that impact the foodservice industry.  
*Examples: current food trends, availability and cost of seasonal foods, regional foods, farm to table*
12. Compare and contrast the cost, efficiency, flavor, and appearance of convenience foods and scratch cooking in professional settings.  
*Examples: cost and labor feasibility of preparing beef stock from scratch vs. purchasing a prepared product*
13. Describe procedures used by kitchen professionals to accommodate special diets, food allergies, and intolerances.
14. Create a business plan for a specific type of food service establishment.  
*Examples: restaurant, food stand, cafeteria, mobile food unit, bakery*
  - a. Develop a menu appropriate for the selected type of food service establishment.
  - b. Develop standardized recipes and costing for the food service establishment's menu.
  - c. List and justify the necessary equipment and facilities for the food service establishment.
  - d. Determine staffing needs and job titles for the food service establishment.
  - e. Develop a brand package including name, logo, and aesthetics for the food service establishment.

### Unpacked Learning Objectives

#### Students know:

- How to demonstrate planning skills by creating schedules and to-do lists, organizing the kitchen, and prioritizing tasks effectively.
- How to demonstrate professional food presentation techniques by arranging dishes aesthetically, portioning food accurately, garnishing plates, and packaging items securely.
- How to construct a standardized recipe with a consistent format, including a title, list of ingredients, and serving size, while using correct measurements and industry-standard terminology.
- \*How to design and set up venues for special occasions and events, considering factors like theme and guest count, while creating floor

plans that optimize space and flow for guest comfort.

- \*How to investigate economic factors like market trends and consumer preferences, alongside environmental sustainability factors such as energy consumption and waste generation, to understand their impact on business operations.
- The cost considerations of convenience foods and scratch cooking, including ingredient and labor costs affecting overall profitability.
- \*The importance of understanding different types of special diets, food allergies, and intolerances commonly encountered in food service settings.
- The components and structure of a business plan, including executive summary, market analysis, and financial projections.

**Students are able to:**

- Create workflow schedules and layouts for efficiency in the foodservice setting
- Demonstrate professional food presentation techniques by arranging dishes aesthetically and ensuring appropriate portion sizing.
- \*Construct a standardized recipe with accurate documentation of ingredients, quantities, and preparation methods, ensuring clear formatting and concise instructions.
- Design venues for special occasions and events, conceptualizing layout plans, themes, and decor elements while selecting suitable furnishings, decorations, and equipment.
- Research economic trends like market demand, labor costs, and sustainability and analyze their impact on the food service businesses.
- Analyze the cost implications of convenience foods versus scratch cooking in professional settings, considering ingredient expenses, labor costs, and overheads.
- Identify common special diets, food allergies, and intolerances in foodservice settings and explain the importance of accommodating these needs for inclusivity and customer satisfaction.
- Create a business plan for a food

**Students understand:**

- Mastery of food preparation and service involves knowledge of essential culinary practices and concepts.
- That proper use of industry terminology and kitchen equipment enhances communication and efficiency.
- Appreciate that continuous learning and adherence to food safety regulations are vital for maintaining a hygienic kitchen environment and achieving success in the culinary field.

<b>Driving/Essential Question</b>	Why is it important to have proper professionalism and communications with Front of the House and Back of the House?
<b>Exemplar High Quality Task</b>	Students will be able to create a food service establishment from ground up and they will be able to successfully execute all the necessary paperwork.





## Map of Student Learning by Learning Objective

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Create a prep list and production list efficiently.	<b>Formative:</b> Plan and execute planning for a function.	Create a menu, event schedule, prep list, inventory, and Employee schedule working in groups.	<p><b>Social Studies:</b> Determine any changes to the event based on accommodating various cultures across the world.</p> <p><b>ELA:</b> Create a schedule for an event and include the proper amount of food based on the certain number of guests. Write a menu that reflects various dietary needs.</p> <p><b>Science:</b> Create a digital chart to be shared with the team that contains prep and production items as well as team responsibilities.</p> <p><b>Math:</b> Create a spreadsheet to calculate the cost of inventory and the cost to pay employees.</p>	Computer,oven, stove,pots and pans, sheet trays, racks, mixing bowls, mixer, spatulas, knives, cutting boards, Cleaning chemicals, safety gloves, plates, forks ,knives, and spoons, serving utensils, and measuring equipment.

<p>Prioritize tasks for each kitchen station.</p>	<p><b>Formative:</b> Students are able to follow a prep list and production list to cook for an event.</p>	<p>In Groups Apply Food Service management concepts by running a simulated restaurant operation. They will focus on menu planning, Cost Control, inventory management, staff scheduling, and customer service. In groups they will create a restaurant, plan a menu, plan different aspects of the operation, budget for food and employees, market their restaurant, present in front of their peers.</p>	<p><b>Math:</b> Create an inventory of food and equipment that is needed for a special event or a catering event.</p> <p>Calculate the cost of the food needed and the use of equipment.</p> <p><b>Science:</b> Design a concept map model that includes priority labels and movement flow for each station.</p> <p><b>ELA:</b> Design a functioning list of tasks for each station in a kitchen.</p>	<p>Computer, oven, stove, pots and pans, sheet trays, racks, mixing bowls, mixer, spatulas, knives, cutting boards, Cleaning chemicals, safety gloves, plates, forks, knives, and spoons, serving utensils, and measuring equipment.</p>
<p>Delegate task to kitchen staff at the back of the house.</p>	<p><b>Formative:</b> Students give examples of problem solving with range of circumstances</p>		<p><b>Science:</b> Create a menu of food that works together and figuring out the flavor profile.</p> <p><b>Science:</b> Argue from evidence based on successful kitchen communication models. Based on findings, create an efficiency model for kitchen communication.</p>	<p>Computer, oven, stove, pots and pans, sheet trays, racks, mixing bowls, mixer, spatulas, knives, cutting boards, Cleaning chemicals, safety gloves, plates, forks, knives, and spoons, serving utensils, and measuring equipment.</p>
<p>Demonstrate professional food presentation techniques, including plating dishes in an</p>	<p><b>Summative:</b> Lab Reports and Evaluation</p>	<p>Master Chef Plate Design Challenge. Students will present their design and execute it in teams. They will form teams, and work</p>		<p>Computer, oven, stove, pots and pans, sheet trays, racks, mixing bowls, mixer, spatulas, knives, cutting boards, Cleaning</p>

aesthetically pleasing manner, ensuring appropriate portion sizing, garnishing plates, and packaging food items neatly.		with specific ingredients to make up their plates, Art work will be required for the plate design, they will need to execute their plate for the Executive Chef and the Class. Peer review will follow the presentation.		chemicals,safety gloves, plates, forks, knives, and spoons, serving utensils, and measuring equipment.
Construct a standardized recipe, including correct formatting, measurements, terminology, As Purchased/Edible Portion (AP/EP) yields, costing and portioning, and nutritional information.	<b>Summative:</b> Lab Reports and Evaluation	Make up their own recipe using the standardized recipe formula.	Math: Convert recipe amounts based on quantity yields.	Calculators
Design and set up venues for special occasions and events	Formative: Venue layout scheme	Detailed artwork with peer review and feedback for the final presentation.	<b>ELA:</b> Write a summary describing how the set up fulfills the clients needs and wants	
Investigate and compare current economic and environmental sustainability factors that impact the foodservice industry		Each group will work together to come up with the best Idea to reduce our Footprint in the Food industry and how we can be more sustainable and self-sufficient. Examples: Farm to Table.	<b>ELA:</b> Use the FCCLA planning process to summarize steps needed to complete project.  <b>Science:</b> Chart environmental factors that impact the food service industry.	Current website url's of trusted sites
Compare and contrast the cost, efficiency, flavor, and	<b>Formative:</b>	Execution of recipe and Plate design.	<b>Science:</b>	Computers, menus from restaurants,

appearance of convenience foods and scratch cooking in professional settings by researching ingredient and labor costs, and assessing preparation processes.	<p>Plate design including recipes, artwork and final presentation.</p> <p><b>Formative:</b> Field trip to the Grocery Store and cost out a recipe.</p>	Cost out recipe, employees, and planning of a dish.	<p>Create a chart comparing and contrasting the factors in comparing convenience and scratch foods.</p> <p><b>Math:</b> Compare the costs of ingredients for a recipe vs buying the ready to eat product.</p>	catalog/ordering url for food service provider
Describe procedures used by kitchen professionals to accommodate special diets, food allergies, and intolerances.	<p><b>Formative:</b> Come up with a recipe using either organic, plant based, or special diet based.</p> <p><b>Summative:</b> Lab Reports and Evaluation</p>	<p>Create step by step instructions to accommodate special diets, food allergies, and intolerances.</p> <p>Lab Opportunity: convert an original recipe to meet a clients special dietary needs.</p>	<p><b>Science:</b> Create a chart with common food substitutions for various diet concerns.</p>	Literature on types of special diets
Create a business plan for a specific type of food service establishment.	<b>Summative:</b> Create a Business plan for a Restaurant or Food Truck.	Create a plan for a start up Food truck or Restaurant to include food cost, construction, employee cost, and food waste.	<p><b>ELA:</b> Written Business Plan</p> <p><b>Math:</b> Create a spreadsheet with the costs associated with starting a food service business.</p>	Computers
Develop a menu appropriate for the selected type of food service establishment.	<b>Formative:</b> Create a Three fold Menu with logo, Appetizers, lunch, dinner, dessert, and beverages.	Create menu items with specialized recipes that go along with the start up restaurant or food truck, three fold menu and business plan.	<b>Math:</b> Determine menu prices based on menu costs and mark up	Computers

List and justify the necessary equipment and facilities for the food service establishment.	<b>Formative:</b> Food service establishment design.	3-D design of a restaurant or food truck. Detail to include equipment and the facility.	ELA: Write a summary of the necessity of equipment and cost to present to investors.	
Determine staffing needs and job titles for the food service establishment..	<b>Formative:</b> Chart	Create an organizational chart for the food service establishment.		
Develop a brand package including name, logo, and aesthetics for the food service establishment.	<b>Formative:</b>       <b>Summative:</b> Completed business plan	Each group will create their own logo for the restaurant or food truck they create. They will build on the inside and outside of the establishment.		Supplies for food service model

**Key Vocabulary:**

Planning, Organizing, Schedule, Coordinating, Staff, Inventory, Equipment, Maintenance, Budgeting, Menu Planning, Efficiency, Workflow

**Work-Based Learning, Simulated Work Experiences, and Experiential Learning:**

Kitchen labs, Catering events, Field Trips, Guest speakers, and Competitions, Business Plan

**CTSO Connection:**

STAR Events - Culinary, Event Planning, Career Investigation, Professional Presentation, Entrepreneurship, Hospitality, Tourism and Recreation

**Certification/Credential Connection:**

Alabama Certified Employee (ACE) / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager