

*Public and Catholic District School Board Writing Partnerships*

# Course Profile

## Hospitality

Grade 11

College Preparation

TFT3C

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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### **Acknowledgments**

Public and Catholic District School Board Writing Teams –

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## Course Overview

### Hospitality, Grade 11, College Preparation, TFT3C

**Secondary Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Technological Education, 2000*

#### Course Description

This course helps students understand the features, trends, and guidelines of the hospitality industry, as well as learn the basic requirements of serving customers. Students acquire skills related to preparing and presenting food, evaluating facilities, controlling inventory, and marketing special events. They also learn about economic and environmental impacts, health and safety standards, and career opportunities related to the hospitality industry. The units do not need to be taught in sequential order, but may be taught simultaneously throughout the course using a holistic approach.

#### How This Course Supports the Ontario Catholic School Graduate Expectations

The role of technological education in the Catholic faith community is to enable students to develop and utilize their gifts and talents while creating products that benefit others in a way that models Gospel values. The focus of the curriculum is to enable students to develop and demonstrate leadership qualities and a work ethic, which reflect Christian attitudes. Identification and utilization are emphasized, ensuring students recognize the God-given responsibility to demonstrate respect for the dignity and welfare of others.

#### Course Notes

Teaching and learning approaches address all of the areas of technological education, including knowing, doing, designing, testing, building, and evaluating. Students use projects as a means of achieving these expectations. They are provided with a combination of information and experience that prepares them to make informed choices about the use of various technologies, to use technology wisely, and to solve technological problems.

Students are involved in:

- investigating technological products, systems, and processes;
- gaining knowledge of principles and processes of technology;
- exploring needs that can be met through technology;
- creating and evaluating alternatives and modification in relation to these needs;
- developing safe and efficient work habits;
- making products that satisfy defined specifications and standards of quality and safety;
- making connections between technology and society (past, present, and future);
- assessing related career opportunities and requirements;
- developing confidence to contribute to a technological society.

Teachers address safety/censorship on the Internet at the start of the course by implementing their school board's policies regarding appropriate student use and access to Internet services.

In planning and delivering technological education programs, there should be an open, collaborative, activity-based approach to teaching that accommodates students' interests, aspirations, and learning styles. Teachers and students plan activities to ensure that they are meaningful and relevant to students' needs and the requirements of the curriculum. Activities are designed to include both individual and team approaches. Technological activities often require individuals to work collaboratively while undertaking a variety of roles and tasks.

Teachers could work collaboratively with colleagues to plan and deliver curriculum. Teachers can contribute individual expertise in the various areas of technology to ensure the successful implementation of the technological education curriculum. Course content may be integrated with other parts of the school's program, such as biology, chemistry, art, and geography.

## Unit Overviews

### Units: Titles and Time

Unit 1	It's All About Hospitality: Understanding the Industry	15 hours
* Unit 2	Health, Safety, and Sanitation	18 hours
* Unit 3	Kitchen Operations	33 hours
Unit 4	Management and Planning	22 hours
Unit 5	Marketing and Sales	22 hours

\* These units are developed in this Course Profile.

### Unit 1: It's All About Hospitality: Understanding the Industry

**Time:** 15 hours

#### Unit Description

Students research and investigate culinary trends and demographics. Using both media and computer resources, students describe and explain the impact of cultural diversity on the industry. Student focus moves to the principles of customer service, where the student explores and applies various customer service principles. Students explore education, training and career possibilities pertaining to the hospitality industry. Students learn the intrinsic value of work and realize their potential for dignity, self-respect, respect for others, and success.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1.1	ICV.04; TF3.02, TF3.01; IC4.01, IC4.02; CGE2a, CGE2e	Knowledge Inquiry Communication	What does the hospitality industry offer me in terms of positions/future growth?
1.2	ICV.01, ICV.02, TFV.02; TF2.02, TF2.03, TF2.01; CGE1i, CGE3d	Knowledge Inquiry Communication	The business of hospitality: current trends and environmental/economic impact
1.3	TFV.03; TF3.03, TF3.04; CGE1i, CGE3c, CGE3b, CGE4f	Communication	Hospitality basics: customer service, policies, and procedures
1.4	ICV.05; IC4.03; CGE2c, CGE2e, CGE5c	Inquiry Application	Where do I see myself in hospitality?

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## Unit 2: Health, Safety, and Sanitation

**Time:** 18 hours

### Unit Description

This unit introduces students to health, safety, and sanitation standards used in the hospitality industry. Students identify and apply these standards as they relate to the individual, clientele, workplace, and environment. Through the understanding of these standards, students demonstrate a positive sense of self, respect for the welfare of others and the environment, and the wise use of resources.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
2.1	TFV.01, SPV.02; TF1.01, TF1.02, TF1.03, TF1.04; SP2.08; CGE2a, CGE3b, CGE4a, CGE4f, CGE7f, CGE7g	Knowledge Inquiry Communication	Nutrition theory
2.2	SPV.02, ICV.03; IC3.01, IC3.02, IC3.03, IC3.04; SP2.13; CGE2c, CGE3f, CGE4f, CGE7j	Knowledge Inquiry; Communication Application	Health, safety, and sanitation
2.3	ICV.02; IC2.01, IC2.02; CGE3c, CGE3d, CGE3f, CGE4f, CGE7a, CGE7i	Knowledge; Inquiry; Communication; Application	Environmental impact

## Unit 3: Kitchen Operations

**Time:** 33 hours

### Unit Description

Students develop skills needed to produce a large-scale buffet. Students are introduced to the basic principles and culinary techniques of food preparation and management of resources while using proper sanitation principles. Employing standard techniques with special attention to commercial and quantity preparation, students learn to prepare stocks, soups, and sauces, as well as meat, fish, seafood, poultry, and dessert dishes. Tool and equipment use, weights and measures, and recipe conversions are discussed and practised. Students develop presentation skills by practising garnish preparation and creating appealing table and plate designs. Students participate in class discussion and collaborative group work, and research to learn about and prepare a buffet menu. Practical application of learned skills take place in food service preparation labs. Students write reflective journals and are engaged in teacher, peer and self-assessment to enhance their learning. A glossary of cooking terms is developed throughout this unit to enable students to understand and use the vocabulary and forms of expression used in the food industry.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
3.1	TFV.02, TFV.04; TF4.01, TF4.02, TF4.03, TF4.04; SPV.02; SP2.02, SP2.09	Knowledge Inquiry Application	Menu planning
3.2	TFV.02; TF1.05, TF1.06; SPV.01; SP1.01, SP1.02, SP2.06, SP2.10	Knowledge Inquiry Application	Cost management and production planning
3.3	TFV.04; TF2.01; SPV.02; SP2.01, SP2.03, SP2.04, SP2.05, SP2.07, SP2.11, SP2.12, SP2.13	Knowledge Inquiry Application	Cooking techniques
3.4	SPV.02; SP2.03, SP2.05, SP2.07, SP2.13	Knowledge Communication Application	Food presentation

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## Unit 4: Management and Planning

Time: 22 hours

### Unit Description

Students investigate codes and regulations required to meet industry standards by looking at local, municipal, and provincial legislation. Students design a physical layout of a proposed facility that meets industry standards while providing an inviting physical atmosphere (colour, layout and lighting). Students are encouraged to design this proposed facility in light of Christian values.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
4.1	TFV.03, SPV.03; SP3.04, SP3.05, SP3.01; CGE2a, CGE2b	Knowledge Inquiry Communication	Discovering a variety of operations/facilities in hospitality
4.2	ICV.03, SPV.03; SP3.02; IC3.02, IC3.03, IC3.04; CGE3b, CGE3c	Knowledge Inquiry Communication	Meeting industry standards in hospitality
4.3	SPV.03; SP3.03, SP3.05; IC3.04; CGE1I, CGE2c, CGE3d, CGE4b, CGE4c, CGE4d, CGE4f	Inquiry Communication Application	Planning for the event

## Unit 5: Marketing and Sales

Unit Time: 22 hours

### Unit Description

Students analyse market opportunities and learn how to develop competitive marketing and advertising strategies to capitalize on opportunities in the hospitality industry. Students investigate the relationship between the economy and the hospitality sectors, specifically looking at the impact of cultural diversity and the environment. Throughout this unit, students acquire the necessary knowledge and skills to successfully plan, organize, manage, promote and evaluate a special event and then put this into practice as a culminating activity. Gospel values are reflected through co-operative work strategies.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
5.1	ICV.01; SP4.01; IC1.01, IC1.03, IC1.02, IC1.04; CGE3b, CGE3d, CGE3f	Knowledge Inquiry Communication Application	The relationship between the economy and the hospitality sectors
5.2	SPV.04, TFV.02; TF2.03; SP4.02; CGE3f, CGE7a, CGE7f	Inquiry Communication Application	Marketing culinary trends in hospitality
5.3	SPV.04; SP4.02, SP4.03, SP4.04, SP4.05, SP4.06; CGE3f, CGE5f, CGE7a, CGE7f, CGE7g	Communication Application	Promoting your marketing strategy

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## Teaching/Learning Strategies

*Brainstorming* – group generation of initial ideas expressed without criticism or analysis

*Buddy System* – linking of students for peer/cross age support

*Case Study* – investigation of real and simulated issues

*Class Discussion* – active participation of students by taking turns while discussing current issues

*Collaborative/Cooperative Learning* – small group learning providing high levels of student engagement and interdependence

*Computer-assisted Learning* – use of the computer to learn new material or to review/reinforce material previously learned

*Conferencing/Discussion* – student-to-student discussion and teacher-to-student discussion to encourage confidence and motivation to success in all learners

*Demonstration* – practical showing or explanation of how something works or is made

*Design Process* – problem solving approach using a prescribed process involving a number of steps

*Field trips* – tangible examples of food service operations and work sites

*Foods Service Preparation Labs* – application by students of industry standards in food safety, sanitation, time planning, preparation, and presentation of food products

*Guest Speakers* – the use of the knowledge and experience of professionals in order to increase students' understanding of the real world and how it relates to course content

*Handouts/worksheets* – formation of a resource book of information for students to draw on

*Homework* – an extension of classroom learning

*Independent Study* – exploration and research of a topic interesting to students

*Issue-based Analysis* – the use of current issues to develop the skills of synthesis and analysis

*Journal Writing* – the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis

*Learning Centres* – the use of assigned spaces where learning activities are provided which promote choice, thought, exploration, and interaction

*Mind Map* – the representation of physical, demographic, numerical data through visual formats to show relationships among ideas

*Note Making* – recording of information for a variety of purposes

*Problem-solving Strategies* – working through problems

*Problem Solving* – model for helping students to identify and work through a design process

*Report/Presentation* – oral, visual, and written presentation of researched topic to class or community

*Research* – various models of investigation

*Socratic Lesson* – oral presentation of information by the teacher

*Theological Reflection* – examination by students of issues in relation to spiritual understanding as it reflects on them individually, in their families and in their communities

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## Assessment & Evaluation of Student Achievement

### Assessment Strategies

#### Paper-and-pencil Tests

- Activity/answer sheets
- Ongoing quizzes
- Final evaluation (tests and final exam)

#### Performance Assessment

- Assigned exercises
- Checklists
- Worksheets
- Log/journal entries
- Product assessment
- Finished product checklists
- Career research project
- Portfolios

#### Personal Communication

- Classroom discussion
- Conferencing
  - Student-teacher
  - Teacher-group
- Self/peer assessment
- Daily log/journal
- Ongoing verbal feedback
- Critique
- Presentation

#### Teacher Observation

- Formal/informal

#### Reflection

- Self/peer assessment
- Log/journal

### Assessment Tools

- Checklists
- Marking schemes
- Quizzes/tests
- Rubrics/rating scales
- Anecdotal comments with suggestions for improvement

### Evaluation of Student Achievement Assessment Methods

- *Diagnostic*: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful
- *Formative*: occurs during learning and provides ongoing feedback to the teacher and student about the quality of learning and the effectiveness of instruction
- *Summative*: usually carried out at the end of a learning process and may include evaluation

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## **Assessment Techniques**

Activities in this course are, to a large degree, skill oriented. Students are to develop skills reflected in the expectations set by the curriculum. It is against these expectations that student achievement is measured.

Assessment of skill development involves focusing on both the process and the product. Checklists are commonly used to identify the operational steps of the process, whether it be creating a travel brochure in a desktop publishing activity or preparing and delivering a meal. Significant aspects of the completed product or service are identified and assessed on a rated scale. Checklists and rating scales are available to students on the first day of the course. These checklists and scales provide both the student and teacher with an up-to-date and ongoing means of monitoring the level of achievement attained. Students are encouraged to use them for self-assessment as they strive for acceptable standards of competence.

Teacher/student discussions clarify the standards that are expected. Peer assessment, especially during group work, also helps to clarify expectation achievement.

Self-assessment helps students develop a sense of responsibility for their own learning. It encourages students to reflect on their growth and learning, giving them a sense of where they have been, where they are, and where they are going.

When self-assessment and peer assessment occur, students are provided with feedback about their work besides that of the teacher. Through modelling and coaching, teachers can help students provide constructive and supportive feedback to themselves and to one another.

The use of performance tasks as a method for assessing the achievement of a skill by a student is both valid and effective.

A variety of assessment techniques are used in the evaluation process. The vocabulary used in test questions should reflect correct technical terminology. The option for oral testing and student demonstrations of acquired skills can be used. Although students are encouraged to write answers in proper sentence form, questions and answers that involve diagrams are effective assessment instruments in technological education. The ability to combine skill and knowledge successfully in practical work tasks are demonstrated by students in their planning and implementation of projects, work assignments, and problem-solving activities. Daily teacher observation of the student's achievement on assignments is a technique for assessing progress in these areas.

## **How Assessment Strategies Will Be Used to Determine Final Course Mark**

Assessment instruments are designed to provide information about student achievement. Learning skills, effort, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade. Assessment instruments may be used in more than one achievement category.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

## **Accommodations**

Teachers using this course profile must be acquainted with the student's Individual Education Plans (IEP) and their unique learning characteristics in order to make the necessary accommodations.

To maintain the principles of Catholic social teaching with regard to the "Dignity of the Human Person", accommodations must be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity, or race. Teachers should foster a positive atmosphere accepting of the individual's uniqueness, values, and needs.

There is a wide range of teaching/learning strategies that can be used to meet the needs of all students. Teachers are encouraged to modify and expand teaching strategies to accommodate learning styles.

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Accommodations may include:

- changing the time requirements for completing assignments or assessment tasks;
- changing the format of assessment materials;
- providing a quiet environment in which assessment may take place;
- simplifying test instructions and the language of questions;
- providing for the use of scribes, tape recorders, typewriters, or word processors, or allowing oral responses;
- allowing students to retake classroom tests or redo classroom assignments to improve their performance;
- providing alternative homework assignments;
- basing classroom assessment on the full range of students' work (e.g., portfolios, interviews, demonstrations, dramatizations, journals, peer evaluations, self-evaluations);
- project modification;
- incorporating task modifications (e.g., fewer/more web sites, sources, informational items);
- peer tutoring;

## Resources

### Catholic Resources

*Catechism of the Catholic Church*. Ottawa, Ontario: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible*. Toronto: Doubleday, 1998. ISBN 0-385-493-207

Pennock, Michael. *Catholic Social Teaching Learning and Living Justice*. Notre Dame, Indiana: Ave Maria Press Inc., 2000. ISBN 0-87793-698-6

### Course Development Resources

*Blueprints: A Resource Tool for Writing Catholic Secondary School Course Profiles*. Catholic Curriculum Cooperative, Central Region.

*Choices into Action: Guidance and Career education Program Policy for Ontario Elementary and Secondary Schools*, 1999.

*Ontario Curriculum, Grades 11 to 12: Technological Education, 2000*.

*Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.

*Ontario Secondary Schools, Grades 9 – 12: Program and Diploma Requirements, 1999*.

*The Bible For Catholics CD Rom*. Washington: Liguori Publications, 1996. ISBN 0-7648-0065-5

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools*. Toronto: Institute for Catholic Education, 1998. ISBN 0-9699178-5-6

### Books

Bowling, Stella. *The Everyday Diabetes Cookbook*. Toronto: Key Porter Books Limited, 1997. ISBN 1-55013-755-7

Canadian Restaurant and Foodservice Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Foodservices Association, 1998.

Chare, Daniella. *The What To Eat If You Have Heart Disease Cookbook*. Lincolnwood (Chicago), Illinois: Contemporary Books, 2001. ISBN 0-8092-9709-4

Company's Company. *Low-Fat Cooking*. Edmonton, Alberta: Company's Coming Publishing Limited, 1998. ISBN 1-896891-32-2

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- Deviney, David E. D.B.A. *Outstanding Customer Service: The Key to Customer Loyalty*. West Des Moines, Iowa: American Media Publishing, 1998. ISBN 1-884926-25-9
- Dickson Wright, Clarissa. *Food: What We Eat and How We Eat*. England: Ebury Press, 2000.
- Donovan, M.D. *Cooking Essentials*. U.S.A.: John Wiley, 1997. ISBN 0-471-28717-2
- Donovan, Mary. *Careers for Gourmets and Others Who Relish Food*. U.S.A.: NTC Publishing Group, 1993. ISBN 0-8442-8138-7
- Drummond, Karen Eich. *Nutrition for the Foodservice Professional*. Toronto: John Wiley & Sons, Inc., 1997. ISBN 0-471-2819-9
- Dubrin, Andrew J. *10 Minute Guide to Leadership*. New York: Macmillan Spectrumé Alpha Books, 1997. ISBN 0-02-861406-2
- Gisslen, Wayne and Mary Ellen Griffin. *Study Guide to Accompany Professional Cooking*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. ISBN 0-471-32065-X
- Gisslen, Wayne. *Professional Cooking*, 4th ed. U.S.A.: John Wiley and Sons, Inc., 1999. ISBN 0-471-23997-6
- Hagman, Bette. *The Gluten-free Gourmet Cooks Fast and Healthy*. New York: Henry Holt and Company, LLC., 2000. ISBN 0-8050-6525-3
- Haines, R. *Food Preparation*. U.S.A.: American Technical Publishers, 1988. ISBN 0-8269-4433-7
- Hodges, Carol A. *Culinary Nutrition for food Professionals*. Toronto: John Wiley & Sons, Inc., 1994. ISBN 0-47128607-9
- Jones, Laurie-Beth. *JESUS CEO: Using Ancient Wisdom for Visionary Leadership*. New York: Hyperion, 1995. ISBN 0-7868-8126-7
- Greenbug, Ronald and Angela Nori. *Freedom from Allergy Cookbook*. Vancouver: Blue Poppy Press, 1998. ISBN 0-9680302-0-3
- Labensky, S., A. Hause, and Fred Malley. *On Cooking*. Prentice Hall Publishers, 1999. ISBN 0-13-973892-4
- Loken, Joan K. *The HACCP Food Safety Manual*. Toronto: John Wiley & Sons, Inc., 1995. ISBN 0-471-05685-5
- Lukins, Sheila. *All Around The World Cookbook*. New York: Workman Publishing, 1994. ISBN 1-56305-237
- Maddux, Robert B. and Dorothy Maddux. *Ethics in Business*. Menlo Park, California: Crisp Publications Inc. ISBN 0-931961-69-6
- Mizer, David A., M. Porter, B. Sonnier, and K.E. Drummond. *Food Preparation for the Professional*, 2nd ed. Toronto: John Wiley & Sons, 1987. ISBN 0-471-88303-4
- Morris, Sallie and Lesley Mackley. *Choosing and Using Spices*. Oxford, Great Britain: Sebastian Kelly, 1999. ISBN 1-84081-171-4
- Mulherin, Jennifer. *Spices and Natural Flavourings*. London: Tiger Books International, 1992. ISBN 1-85501-218-9
- Pepper, Michael R. FMP, ed. *Quantity Food Techniques*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667506-4
- Pepper, Michael R. FMP, ed. *Quantity Food Techniques: Teacher's Resource Guide*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667507-2
- Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667508-0
- Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. (Teacher's Resource Manual) ISBN 0-02-667509-9

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- Pepper, Michael R. FMP. *Menu Planning and Cost Control*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667502-1
- Pepper, Michael R. FMP. *Menu Planning and Cost Control: Teacher's Resource Guide*, 2nd ed. New York: Glencoe/MacMillan/McGraw-Hill, 1993. ISBN 0-02667503-X
- Pepper, Michael R. *Starting Your Career in Food Service*, 2nd ed. New York: Glencoe McGraw-Hill, 1993. ISBN 0-02-667513-7
- Pepper, Michael R. *Starting Your Career in Food Service, Teacher's Resource Guide*, 2nd ed. New York: Glencoe McGraw-Hill, 1993. ISBN 0-02-667514-5
- Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley and Sons, Inc., (Teacher Resource Manual) 1999. ISBN 0-471-33029-9.
- Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. ISBN 0-471-25244-1
- Quebec/Amerique Internations, ed. *The Visual Food Encyclopedia*. Montreal, Quebec: Les Editions Quebec/Amerique Inc., 1996. ISBN 2-89037-893-4 (note – spelling is French version)
- Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley and Sons, Inc., 1995. ISBN 0-471-57746-4
- Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668489-6
- Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking: Student Workbook*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668492-6
- Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8
- Reisman, Rose. *Rose Reiman Brings Home...Light cooking*. Toronto: Robert Rose Inc. ISBN 1-896503-00-4
- Ruhlman, Michael. *The Soul of a Chef*. U.S.A.: Penguin Group, 2000. ISBN 0-670-89155-X
- Shannon, Ellen. *Dictionary of Culinary Terms*. New York: Hippocrene Books, 1998. ISBN 0-7818-0692-5
- Steel, Pamela and Brigit Legere Binns. *The Complete Idiot's Guide to Low-Fat Cooking Canadian Style*. Toronto: Prentice Hall Canada, 2000. ISBN 0-13-086710-1
- Spicer, Kay. *Multicultural Cooking*. Campbellville, Ontario: Mighton House, 1995. ISBN 0-9695688-2-7
- St. John Ambulance. *First on the Scene: The Complete Guide to First Aid and CPR*. Ottawa, Canada: Priory of Canada, 1998. ISBN 0-929006-89-5
- Updike, Sheri. *The Lactose-Free Cookbook*. New York: Warner Books, 1998. ISBN 0-446-67393-5
- Wagner, Sue, ed. *The Recipe Encyclopedia: The Complete Illustrated Guide To Cooking*. Toronto: Whitecap Books, 1999. ISBN 1-55110-642-6
- Wolfe, Kenneth C. *Cooking for the Professional*. Chef Delmar Publishers, 1982. ISBN 0-8273-1903-7
- Periodicals and Magazines**
- Food Service and Hospitality*. Toronto, Canada: Kostuch Publications Ltd.
- Canada's Foodservice News*. Toronto: Canada's Foodservice News.
- Fine Cooking*. Newtown, Connecticut: The Taunton Press. ISBN 1072-5121

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## CD-ROM

*Career Cruising*. Licensed by the Ministry of Education from Anaca Technologies.

*Professional Cooking*, 4th ed. Toronto: John Wiley & Sons.

*Cooking Light* (MasterCook recipe software). Sierra Software.

*Work Smart Work Safe*. Toronto: Workplace Safety and Insurance Board, 2000.

## Video

*Careers in Hospitality*. Coquitlam, British Columbia: Classroom Video, 2000.

*Food Production and the Environment*. Coquitlam, British Columbia: Classroom Video, 1999.

## Websites

**Note:** The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

All about foods - <http://fp.enter.net/~rburk/>

Recipes in the Mastercook Format

All Recipes - <http://www.allrecipes.com/>

Recipes, Glossary and General Information

Food Television - <http://www.foodtv.com/>

Recipes, Glossary, General Information, and Rogers CITC partner

What it takes to work in Tourism and Hospitality - <http://www.whatworksonline.com/core/tourhosp.html>

Hospitality Net - <http://www.hospitalitynet.nl/>

The Internet resource for the global hospitality industry

Quintessential Careers [http://www.quintcareers.com/hospitality\\_jobs.html](http://www.quintcareers.com/hospitality_jobs.html)

Job search in hospitality and tourism with specified salary

Hospitality and Tourism Resources (print and video)

- [http://www.sasked.gov.sk.ca/curr\\_inst/iru/bibs/paa/tourism](http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism)

Catholic Social Teaching - <http://www.coc.org/coc/cst.html>

Resources for teachers and links for Catholic social teaching

Educational Computing Organization of Ontario (ECOO) - <http://www.ecoo.org/mainmenu.html>

Resources for teachers and links to other educational sites

Educational Network of Ontario (ENO) - <http://www.enoreo.on.ca/>

Resources for teachers and links to other educational sites

Ontario Curriculum Clearinghouse (OCC) - <http://www.curriculum.org>

Ministry approved resources, course profiles, and links to other educational sites.

Ontario Ministry of Education - <http://www.edu.gov.on.ca/>

Ministry site with up to date information and useful links.

School Net - <http://www.schoolnet.ca/>

Learning resources, programs, and links to other educational sites

TV Ontario (EduLinks) - <http://www2.tvo.org/edulinks/>

Resources for teachers and links to other educational sites

TV Ontario (Pdonline) - <http://www.tvo.org/pdonline/>

Professional development for teachers on line with links to other useful educational sites.

TV Ontario (OESS) - <http://www2.tvo.org/oess/>

Ontario Education Software Service – Ministry licensed educational software

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Agriculture and Agri-Food Canada [www.agr.ca/deptinfe.html](http://www.agr.ca/deptinfe.html)

The goal of the Department of Agriculture and Agri-Food is to help the agriculture and agri-food sector maximize its contribution to Canada's economic and environmental objectives and achieve a safe, high-quality food supply.

Canadian Centre for Occupational Health and Safety [www.CCOHS.ca](http://www.CCOHS.ca)

Promoting safe and healthy work environments

Canadian Food Inspection Agency [www.cfia-acia.agr.ca/english/toc.html](http://www.cfia-acia.agr.ca/english/toc.html)

The Agency's mission is to provide safe food, consumer protection, and market access.

Canadian Restaurant and Foodservice Association [www.crfa.ca/](http://www.crfa.ca/)

Journal for the Canadian foodservice industry

Food Path [www.foodpath.com.au/links.htm](http://www.foodpath.com.au/links.htm)

Resources for global food industry professionals

Health Canada [www.hc-sc.gc.ca/english/food.htm](http://www.hc-sc.gc.ca/english/food.htm)

Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety.

Ontario Ministry of Labour [www.gov.on.ca/lab/main.htm](http://www.gov.on.ca/lab/main.htm)

Information on OCHS legislation, health and safety guidelines, preventing injury

St. John Ambulance Canada [www.sja.ca/english/content/new.html](http://www.sja.ca/english/content/new.html)

First aid information, calendar of courses offered

Workers Health and Safety Centre [www.whsc.on.ca](http://www.whsc.on.ca)

Provides information on occupational health and safety legislation and issues

Women Chefs and Restaurateurs [www.chefnet.com/wcr](http://www.chefnet.com/wcr)

Promotes the education and advancement of women in the restaurant industry and the betterment of the industry as a whole

Career Explorer [www.cdn.cx.bridges.com/explorer/student.htm](http://www.cdn.cx.bridges.com/explorer/student.htm)

This web site has self-assessments, interest inventories, a resume writing template, and career and post-secondary information

Career Gateway [www.edu.gov.on.ca/eng/career/](http://www.edu.gov.on.ca/eng/career/)

This site will provide a starting point for the exploration of many online career and employment-related options. It provides links to many career-based sites.

Young Canada Works [www.pch.gc.ca](http://www.pch.gc.ca)

Youth employment information

Youth Resource Network of Canada [www.youth.gc.ca/jobopps/summer\\_e.shtml](http://www.youth.gc.ca/jobopps/summer_e.shtml)

Youth employment information

## **Human Resources**

Canadian Restaurant and Foodservice Association

Gordon Graydon Resource Centre

Guest Speakers - Community College, Industry experts, Recent graduates

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## OSS Considerations

The Grade 11 Hospitality Technology course is designated as a Technological Education, Part A, Broad-Based Technology program. This course is designated a college preparation course and comprises a set of expectations that are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs, or for admission to apprenticeship or other training programs. (See *The Ontario Curriculum, Grades 9 and 12: Program Planning and Assessment, 2000* for a description of the different types of secondary school courses). Students can use this course as an additional compulsory credit (1 credit from Science [Grade 11 or Grade 12] or Technological Education [Grades 9-12]), or as an optional credit.

Students are introduced to practical aspects of hospitality technology. The curriculum provides opportunities for students to undertake hands-on practical activities, as well as to conduct research and analysis. There is a wide range of teaching/learning strategies and accommodation where the needs of all students are met.

Ontario secondary school graduates are expected to be technologically literate as dictated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*. This means they should be able to understand and apply technological concepts, to use computers in various applications, and to analyse the implications of a wide range of technologies for individuals and society.

To ensure that all students in the province have equal opportunity to achieve their full potential, the education system must be free from discrimination and must provide all students with a safe and secure environment so that they can participate fully and responsibly in the educational experience. Anti-discrimination education, equity/social justice issues, conflict resolution/violence prevention, community partnerships, and faith development are addressed in the course. These support the Ontario Secondary School board policies as well as the Ontario Catholic School Graduate Expectations.

Career exploration is aligned with *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

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## Coded Expectations, Hospitality, Grade 11, College Preparation, TFT3C

### Theory and Foundation

#### Overall Expectations

- TFV.01 · explain the purpose of nutrition and use Canada’s Food Guide as a tool to assess the nutritional needs of their clients;
- TFV.02 · identify culinary trends based on demographic information;
- TFV.03 · describe the basic principles of customer service, including establishing the desired ambience (e.g., atmosphere and professionalism of the staff) for customers;
- TFV.04 · identify product preparation and presentation techniques.

#### Specific Expectations

##### Food and Nutrition

- TF1.01 – describe the importance of food research;
- TF1.02 – explain the essential principles of nutrition;
- TF1.03 – explain how lifestyle, health, and age affect dietary needs;
- TF1.04 – explain how various types of nutrients in foods are used;
- TF1.05 – identify physical and chemical changes that may occur when food is handled, cooked, or stored;
- TF1.06 – identify the impact on the hospitality industry of the effects that weather has on the availability, quality, and pricing of products.

##### Culinary Trends and Demographics

- TF2.01 – identify the different styles of cooking a variety of foods;
- TF2.02 – identify current culinary trends;
- TF2.03 – describe the impact of cultural diversity on the accommodation and on the food and beverage sectors of the hospitality industry.

##### Customer Service Principles

- TF3.01 – identify different types of restaurant service;
- TF3.02 – describe the functions and responsibilities of, and identify differences between, the “front of the house”(service personnel) and “back of the house” (kitchen workers) operations;
- TF3.03 – describe the importance of company policies and procedures for improving or maintaining quality of service;
- TF3.04 – identify and apply appropriate customer service attitudes.

##### Food Preparation and Presentation

- TF4.01 – identify cooking applications (i.e., conduction, convection, radiation, fusion), their appropriate methods, and their effects on products;
- TF4.02 – identify cooking methods (i.e., using dry heat as in roasting or frying and moist heat as in boiling or poaching) and their effects on food;
- TF4.03 – describe common ingredients used in cooking and for garnishing food;
- TF4.04 – identify a variety of herbs and spices.

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## Skills and Processes

### Overall Expectations

- SPV.01 · identify and, where possible, apply procedures for inventory control;
- SPV.02 · prepare and present food in a variety of ways;
- SPV.03 · describe and compare the characteristics of various hospitality facilities;
- SPV.04 · design effective marketing initiatives to promote special events.

### Specific Expectations

#### Inventory Management

- SP1.01 – identify and apply procedures for ordering, shipping, and receiving products;
- SP1.02 – describe and apply procedures for storing, rotating, and maintaining inventory.

#### Food Preparation and Presentation

- SP2.01 – prepare food for special dietary needs;
- SP2.02 – describe the fundamentals of imperial and metric measurement and make conversions to amounts of ingredients in recipes;
- SP2.03 – prepare a variety of garnishes and use them with a variety of fish, meat, poultry, and dessert dishes;
- SP2.04 – describe how dried and fresh herbs and spices affect products in preparation;
- SP2.05 – apply appropriate baking techniques and procedures to produce desserts;
- SP2.06 – describe the effect of freezing foods;
- SP2.07 – use various cooking techniques and presentation methods to enhance dishes;
- SP2.08 – explain how to incorporate basic nutritional principles in menu planning;
- SP2.09 – describe the effect of different recipe formats;
- SP2.10 – apply mathematical formulas to calculate the actual cost of food;
- SP2.11 – describe physical and chemical changes that take place when mixing raw ingredients;
- SP2.12 – prepare stocks, soups, and sauces, as well as meat, fish, seafood, and poultry dishes;
- SP2.13 – describe and apply food handling, serving, and storage techniques that meet health and safety standards.

#### Facilities Management

- SP3.01 – explain the significance of colour, layout, and lighting to food services and to accommodation facilities;
- SP3.02 – describe the economic factors, codes, and regulations that must be considered when building, renovating, or restoring a variety of facilities;
- SP3.03 – identify factors that determine the parameters of a conference or event;
- SP3.04 – identify various types of hospitality operations and the types of facilities that they require;
- SP3.05 – identify the resources and supplies required by a hospitality operation.

#### Marketing and Publicity

- SP4.01 – identify various marketing strategies and explain how they are used to promote services and products;
- SP4.02 – develop effective marketing strategies to promote selected services and products;
- SP4.03 – describe the importance of production schedules in planning events;
- SP4.04 – develop an appropriate production schedule for selected events;
- SP4.05 – describe equipment and technologies used in promotional presentations;
- SP4.06 – use a variety of equipment and technologies for promotional presentations.

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## Impact and Consequences

### Overall Expectations

**ICV.01** · explain the relationship between the economy and the hospitality sectors;

**ICV.02** · describe the impact of the hospitality industry on the environment;

**ICV.03** · identify and, where appropriate, apply standards for health and safety in the hospitality industry;

**ICV.04** · describe various career opportunities in the hospitality industry and the education and training related to each;

**ICV.05** · identify the individual personality traits and skills that lend themselves to a career in the hospitality industry.

### Specific Expectations

#### Economic Impacts

**IC1.01** – explain different processes used by businesses to increase market share and how this may affect the economy;

**IC1.02** – describe the role of trade shows and conferences;

**IC1.03** – identify economic impacts of computer technology on the hospitality industry;

**IC1.04** – describe the role of government and associations in the hospitality sector.

#### Environmental Impacts

**IC2.01** – explain the importance of how food is grown and processed to agriculture, to the environment, and to rural communities;

**IC2.02** – describe disposal procedures for waste food products.

#### Health and Safety

**IC3.01** – describe types of emergency situations that can occur in the hospitality industry and the kind of assistance required in each case to ensure public safety;

**IC3.02** – identify the role of workplace health and safety organizations in determining hospitality industry standards;

**IC3.03** – explain the necessity for standardization in company policies;

**IC3.04** – describe and, where appropriate, apply standards, codes, and legislation for health and safety in the hospitality industry.

#### Education, Training, and Career Opportunities

**IC4.01** – identify educational requirements associated with various jobs in the hospitality industry;

**IC4.02** – describe career paths and the factors that affect salary structures for various positions of responsibility in the hospitality industry;

**IC4.03** – determine whether their interests, skills, and attitudes suit a career in a hospitality occupation.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

### A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

### An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

### A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 2: Health, Safety, and Sanitation

**Time:** 18 hours

### Unit Description

This unit introduces students to health, safety, and sanitation standards used in the hospitality industry. Students will identify and apply these standards as they relate to the individual, clientele, workplace, and environment. Through the understanding of these standards, the student demonstrates a positive sense of self, respect for the welfare of others and the environment, and the wise use of resources.

### Unit Synopsis Chart

Activity	Time	Learning	Assessment	Tasks
2.1 Nutrition Theory	300 min	TFV.01, SPV.02; TF1.01, TF1.02, TF1.03, TF1.04; SP2.08; CGE2a, CGE3b, CGE4a, CGE4f, CGE7f, CGE7g	Knowledge Inquiry Communication	- Mind-mapping - Lecture - Class investigation - Group activity - Teacher-group conference - Group presentation
2.2 Health, Safety and Sanitation	360 min	SPV.02, ICV.03; IC3.02, IC3.03, IC3.04; SP2.13; CGE2c, CGE4f, CGE7j	Knowledge Inquiry Communication Application	- Group brainstorming activity - Discussion - Organize conference - 2-day conference - Evaluate conference - Student report
2.3 Environmental Impact	420 min	ICV.02; IC2.01, IC2.02; CGE3c, CGE3d, CGE3f, CGE4f, CGE7a, CGE7i, CGE7j	Knowledge Inquiry Communication Application	- Discussion (biblical text) - Discussion - Group activity - Teacher-group conference - Presentation - Written report

### Activity 2.1: Nutrition Theory

**Time:** 300 minutes

#### Description

With a greater awareness of nutrition and healthy living, individuals are turning to eating healthier foods. In this activity, students recognize the importance of nutrition and the impact that lifestyle, health, and age have on an individual's dietary needs. Through application of acquired knowledge and recipe research, students develop menus that meet the various dietary needs of individuals.

#### Strand(s) & Learning Expectations

**Strand(s):** Theory and Foundation, Skills and Processes

#### Overall Expectations

TFV.01 - explain the purpose of nutrition and use Canada's Food Guide as a tool to assess the nutritional needs of their clients;

SPV.02 - prepare and present food in a variety of ways.

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### **Specific Expectations**

TF1.01 - describe the importance of food research;

TF1.02 - explain the essential principles of nutrition;

TF1.03 - explain how lifestyle, health, and age affect dietary needs;

TF1.04 - explain how various types of nutrients in foods are used;

SP2.08 - explain how to incorporate basic nutritional principles in menu planning.

### **Ontario Catholic School Graduate Expectations**

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE.3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE.4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and culture;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

### **Prior Knowledge & Skills**

Students should:

- be familiar with brainstorming techniques to complete a mind mapping activity (purpose of nutrition);
- have collaborative/cooperative group skills to enable them to complete the activity;
- have research skills necessary to search for recipes suitable for a specific dietary need;
- have a basic knowledge of computer operations and the Internet to research recipes for a specific dietary need.

### **Planning Notes**

- It is expected that all student work will contain positive images of race, gender, and religion. All stereotypes, acts of violence, sexual themes, or use of profanity in student work is unacceptable.
- Assemble available and suitable recipe books and reference books
- Allow class time for groups to work together and to prepare a meal for specific dietary need
- Arrange time for teacher-group conferencing
- Set dates for presentations
- Students are expected to compile all notes, activities, handouts, and tests and add them to their student manual for Unit 2: Health, Safety and Sanitation

### **Teaching/Learning Strategies**

Throughout this activity, the teacher:

- monitors and observes students' progress in completing the mind mapping activity and developing menus for specific dietary needs;
- conferences with students to discuss progress in developing menus for specific dietary needs.

The teacher encourages attitudes and values founded on Catholic social teachings, which promote social responsibility, human solidarity, and the common good.

1. Students complete a mind map to examine the purpose of nutrition and its relevance to both our physical and spiritual needs. The teacher makes reference to spiritual well-being and the body as a gift from God; that we are called to treat ourselves with dignity and respect, being mindful of the four Cardinal Virtues: prudence, justice, fortitude, and temperance.

2. Through a teacher-directed activity, students review Canada's Food Guide and identify various nutrients, their function and food source.
3. In groups, students investigate the impact lifestyle, health, and age have on an individual's dietary needs.
4. Students share their findings clearly and honestly and with sensitivity to others.
5. The teacher outlines the importance of food research and its relationship to menu planning.
6. In small groups, students develop and evaluate menus for specific dietary needs and prepare a sample meal (part of Unit 3: Kitchen Operations).
7. Each student in the group completes a Group Progress Chart (Appendix 2.1.1) to aid group organization and distribution of work and completes the Group Evaluation Chart (Appendix 2.1.2).
8. The teacher holds a teacher/group conference to discuss progress.
9. Each group presents their menus and meals which are assessed by the teacher and the class. A written report is also submitted and students complete a self-assessment chart assessing their performance with their group and making suggestions for improvement.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Mind-mapping activity	Participation	Diagnostic	Knowledge Communication
Review	Participation	Diagnostic	Knowledge Communication
Investigation (individual's dietary needs)	Participation Research	Formative	Knowledge Communication Inquiry
Teacher-group conference	Participation	Formative	Communication
Group presentation	Self Assessment Group Assessment	Formative Summative	Knowledge Communication Application
Report	Marking scheme Anecdotal comments	Summative	Knowledge Inquiry Application

### Accommodations

- Teachers should be acquainted with students' IEPs and their unique learning characteristics in order to make the necessary accommodations.
- Extra time may be allowed for the completion of assignments and tests. Where appropriate, tests and assignments may be divided up to be completed over a period of days.
- Peer tutors may assist students with special needs when completing assigned dietary menu development.
- Group work can be organized to emphasize students' strengths. Handouts and timelines can be adapted and peer mentoring can be arranged.
- For enrichment, students may apply this knowledge to develop menus for a more complex scenario (e.g., plan for a three-day menu for a specific dietary need).

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## Resources

### Catholic Resources

*Catechism of the Catholic Church*. Ottawa, Ontario: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Pennock, Michael. *Catholic Social Teaching Learning and Living Justice*. Notre Dame, Indiana: Ave Maria Press, Inc., 2000. ISBN 0-87793-698-6

### Books

Bowling, Stella. *The Everyday Diabetes Cookbook*. Toronto: Key Porter Books Limited, 1997. ISBN 1-55013-755-7

Chare, Daniella. *The What To Eat If You Have Heart Disease Cookbook*. Lincolnwood (Chicago), Illinois: Contemporary Books, 2001. ISBN 0-8092-9709-4

Company's Company. *Low-Fat Cooking*. Edmonton, Alberta: Company's Coming Publishing Limited, 1998. ISBN 1-896891-32-2

Donovan, M.D. *Cooking Essentials*. U.S.A.: John Wiley, 1997. ISBN 0-471-28717-2

Drummond, Karen Eich. *Nutrition for the Foodservice Professional*. Toronto: John Wiley & Sons, Inc., 1997. ISBN 0-471-2819-9

Greenbug, Ronald and Angela Nori. *Freedom from Allergy Cookbook*. Vancouver: Blue Poppy Press, 1998. ISBN 0-9680302-0-3

Hagman, Bette. *The Gluten-free Gourmet Cooks Fast and Healthy*. New York: Henry Holt and Company, LLC., 2000. ISBN 0-8050-6525-3

Haines, R. *Food Preparation*. U.S.A.: American Technical Publishers, 1988. ISBN 0-8269-4433-7

Hodges, Carol A. *Culinary Nutrition for Food Professionals*. Toronto: John Wiley & Sons, Inc., 1994. ISBN 0-47128607-9

Labensky, S., A. Hause, and Fred Malley. *On Cooking*. Prentice Hall Publishers, 1999. ISBN 0-13-973892-4

Lukins, Sheila. *All Around The World Cookbook*. New York: Workman Publishing, 1994. ISBN 1-56305-237

Pepper, Michael R. FMP. *Menu Planning and Cost Control*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667502-1

Pepper, Michael R. FMP. *Menu Planning and Cost Control: Teacher's Resource Guide*, 2nd ed. New York: Glencoe/MacMillan/McGraw-Hill, 1993. ISBN 0-02667503-X

Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley and Sons, Inc., 1995. ISBN 0-471-57746-4

Reisman, Rose. *Rose Reiman Brings Home...Light Cooking*. Toronto: Robert Rose Inc. ISBN 1-896503-00-4

Spicer, Kay. *Multicultural Cooking*. Campbellville, Ontario: Mighton House, 1995. ISBN 0-9695688-2-7

Steel, Pamela and Brigit Legere Binns. *The Complete Idiot's Guide to Low-Fat Cooking Canadian Style*. Toronto: Prentice Hall Canada, 2000. ISBN 0-13-086710-1

St. John Ambulance. *First on the Scene: The Complete Guide to First Aid and CPR*. Canada. ISBN 0-929006-89-5

Updike, Sheri. *The Lactose-Free Cookbook*. New York: Warner Books, 1998. ISBN 0-446-67393-5

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### **Periodicals and Magazines**

*Food Service and Hospitality*. Toronto, Canada: Kostuch Publications Ltd.

*Canada's Foodservice News*. Toronto: Canada's Foodservice News.

*Fine Cooking*. Newtown, Connecticut: The Taunton Press. ISBN 1072-5121

*Nutrition Action*. Toronto: Centre for Science.

### **CD-ROM**

Cooking Light (MasterCook recipe software). Sierra Software.

### **Websites**

All Recipes (Recipes, Glossary and General Information)

- <http://www.allrecipes.com/>

Food Television (Recipes, Glossary, General Information and Rogers CITC partner)

- <http://espinet.org>

- <http://www.foodtv.com/>

Hospitality Net (The internet resource for the global hospitality industry)

- <http://www.hospitalitynet.nl/>

Hospitality and Tourism Resources (print and video)

- [http://www.sasked.gov.sk.ca/curr\\_inst/iru/bibs/paa/tourism](http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism) 30

Resources for teachers and links for Catholic social teaching

Educational Computing Organization of Ontario (ECOO)

- <http://www.ecoo.org/mainmenu.html>

Resources for teachers and links to other educational sites.

Ministry approved resources, course profiles, and links to other educational sites.

Canadian Restaurant and Food Service Association – Journal for the Canadian food service industry

- [www.crfa.ca/](http://www.crfa.ca/)

Health Canada

- [www.hc-sc.gc.ca/english/food.htm](http://www.hc-sc.gc.ca/english/food.htm)

Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety.

### **Human Resources**

Canadian Restaurant and Foodservice Association

Guest Speakers - Community College, Industry experts, Recent graduates

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## Activity 2.2: Health, Safety and Sanitation

**Time:** 360 minutes

### Description

Health and safety organizations have been established as a result of the growth of facilities serving food. Standards, codes, and legislation have been developed for the hospitality industry to ensure standards in handling, serving and storing food. Through a health, safety, and sanitation conference, students recognize the importance of standardization, and identify health and safety organizations and the moral and ethical role they play in the hospitality industry. (**Note:** application of the information acquired in this activity will be used in Unit 3, Kitchen Operations.)

### Strand(s) & Learning Expectations

**Strand(s):** Skills and Processes, Impact and Consequences

#### Overall Expectations

SPV.02 - prepare and present food in a variety of ways;

ICV.03 - identify and, where appropriate, apply standards for health and safety in the hospitality industry.

#### Specific Expectations

SP2.13 - describe and apply food handling, serving, and storage techniques that meet health and safety standards;

IC3.02 - identify the role of workplace health and safety organizations in determining hospitality industry standards;

IC3.03 - explain the necessity for standardization in company policies;

IC3.04 - describe and, where appropriate, apply standards, codes, and legislation for health and safety in the hospitality industry.

#### Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7j - contributes to the common good.

### Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques to list emergency situations that can occur in the hospitality and tourism industry;
- have effective verbal skills to discuss the importance of standardization in company policies
- have effective listening and note-taking skills for a two-day conference;
- have writing skills to complete a report on a two-day conference.

### Planning Notes

- It is expected that all student work contains positive images of race, gender, and religion. All stereotypes, acts of violence, sexual themes, or use of profanity in student work is unacceptable.
- Organize guest speakers for the two-day conference
- Arrange suitable location/facility for conference to accommodate guest speakers
- Students are expected to compile all notes, activities, handouts, and tests and add them to their student manual for Unit 2: Health, Safety and Sanitation

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## Teaching/Learning Strategies

The teacher encourages attitudes and values founded on Catholic social teachings, which promote social responsibility, human solidarity, and the common good.

1. The teacher and students brainstorm types of emergency situations that can occur in the hospitality industry and how one is called to respond in light of gospel values of social justice and human rights.
2. The teacher and students discuss the importance of standardization in company policies which promote social responsibility, human solidarity and the common good.
3. With assistance from the teacher, students organize a two-day conference highlighting health and safety organizations as they apply to the hospitality industry.
4. On the day of the conference, students take notes and ask questions of the guest speakers.
5. Students complete a report on the two-day conference including: the name of the organization, the purpose of the organization, and assurance of worker and public safety (standards, codes, legislation, procedures for emergency situations).
6. The teacher and students evaluate the conference (Conference Evaluation Chart – Appendix 2.2.1).
7. Students hand in their report for teacher evaluation.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Group brainstorming activity	Participation	Diagnostic	Knowledge Communication
Class discussion	Participation	Diagnostic	Knowledge Communication
Organize two-day conference	Participation	Formative	Knowledge Communication Inquiry
Two-day conference	Questions directed to speaker Conference evaluation	Formative	Knowledge Communication Inquiry Application
Report (conference)	Marking scheme Anecdotal comments	Summative	Knowledge Application

## Accommodations

- Teachers should be acquainted with students' IEPs and their unique learning characteristics in order to make the necessary accommodations.
- Extra time may be allowed for the completion of assignments and tests. Where appropriate, tests and assignments may be divided up to be completed over a period of days.
- Peer tutors may assist students with special needs when participating at the conference and completing the written report if necessary.
- Group work can be organized to emphasize students' strengths.
- Modification of handouts, guidelines for the written report, timelines, and peer mentoring can be arranged.

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## Resources

### Catholic Resources

*Catechism of the Catholic Church*. Ottawa, Ontario: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Pennock, Michael. *Catholic Social Teaching Learning and Living Justice*. Notre Dame, Indiana: Ave Maria Press, Inc., 2000. ISBN 0-87793-698-6

### Books

Canadian Restaurant and Foodservices Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Foodservices Association, 1998.

Gisslen, Wayne and Mary Ellen Griffin. *Study Guide to Accompany Professional Cooking*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. ISBN 0-471-32065-X

Gisslen, Wayne. *Professional Cooking*, 4th ed. U.S.A.: John Wiley and Sons, Inc., 1999. ISBN 0-471-23997-6

Haines, R. *Food Preparation*. U.S.A.: American Technical Publishers, 1988. ISBN: 0-8269-4433-7

Loken, Joan K. *The HACCP Food Safety Manual*. Toronto: John Wiley & Sons, Inc., 1995. ISBN 0-471-05685-5

Mizer, David A, M. Porter, B. Sonnier, and K.E. Drummond. *Food Preparation for the Professional*, 2nd ed. John Wiley & Sons, 1987. ISBN 0-471-88303-4

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley and Sons, Inc. (Teacher Resource Manual), 1999. ISBN: 0-471-33029-9.

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. ISBN 0-471-25244-1

Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley and Sons, Inc., 1995. ISBN 0-471-57746-4

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668489-6

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking: Student Workbook*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668492-6

Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8

St. John Ambulance. *First on the Scene: The Complete Guide to First Aid and CPR*. Canada. ISBN 0-929006-89-5

### CD-ROM

*Work Smart Work Safe*. Toronto: Workplace Safety and Insurance Board, 2000.

### Periodicals and Magazines

*Food Service and Hospitality*. Toronto, Canada: Kostuch Publications Ltd.

*Canada's Foodservice News*. Toronto: Canada's Foodservice News.

### Websites

Agriculture and Agri-Food Canada - [www.agr.ca/deptinfo.html](http://www.agr.ca/deptinfo.html)

The goal of the Department of Agriculture and Agri-Food is to help the agriculture and agri-food sector maximize its contribution to Canada's economic and environmental objectives and achieve a safe, high-quality food supply.

Canadian Centre for Occupational Health and Safety – Promoting safe and healthy work environments. [www.CCOHS.ca](http://www.CCOHS.ca)

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Canadian Food Inspection Agency  
[www.cfia-acia.agr.ca/english/toc.html](http://www.cfia-acia.agr.ca/english/toc.html)

The Agency's mission is to provide safe food, consumer protection, and market access.

Canadian Restaurant and Foodservice Association – Journal for the Canadian foodservice industry  
[www.crfa.ca/](http://www.crfa.ca/)

Health Canada  
[www.hc-sc.gc.ca/english/food.htm](http://www.hc-sc.gc.ca/english/food.htm)

Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety.

Ontario Ministry of Labour – Information on OCHS legislation, health and safety guidelines, preventing injury  
[www.gov.on.ca/lab/main.htm](http://www.gov.on.ca/lab/main.htm)

St. John Ambulance Canada – First aid information, calendar of courses offered  
[www.sja.ca/english/content/new.html](http://www.sja.ca/english/content/new.html)

Workers Health and Safety Centre  
[www.whsc.on.ca](http://www.whsc.on.ca)

Provides information on occupational health and safety legislation and issues.  
[www.yworker.com](http://www.yworker.com)

Workplace Safety and Insurance Board – provides information on workplace safety.

### **Human Resources**

Canadian Restaurant and Foodservice Association

Guest speakers from various health and safety organizations in the community

## **Activity 2.3: Environmental Impact**

**Time:** 420 minutes

### **Description**

The hospitality and tourism industry, with its growing clientele, has exposed its customers to a variety of foods. This variety has placed a greater demand on agriculture, rural communities, and on the environment. Students investigate the impact that food grown, processed, and disposed of has on each of the following: agriculture, rural communities, and the environment. As individuals, we need to remember that we are “stewards but not absolute owners of the earth” (Genesis 1: 26-31).

### **Strand(s) & Learning Expectations**

**Strand(s):** Impact and Consequences

#### **Overall Expectations**

ICV.02 - describe the impact of the hospitality industry on the environment.

#### **Specific Expectations**

IC2.01 - explain the importance of how food is grown and processed to agriculture, to the environment, and to rural communities;

IC2.02 - describe disposal procedures for waste food products.

#### **Ontario Catholic School Graduate Expectations**

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

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CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7i - respects the environment and uses resources wisely;

CGE7j - contributes to the common good.

### **Prior Knowledge & Skills**

Students should:

- have effective verbal skills to identify and explain different ways to grow food, process food, and dispose of waste food products;
- have collaborative/cooperative group skills to enable students to complete the assigned activity;
- have research skills to investigate food and environmental impacts;
- have a basic knowledge of computer operations and the Internet to research food and environmental impacts;
- have writing skills to complete a report and summary statement on food and environmental impact
- have oral skills for presentation of the written report .

### **Planning Notes**

- It is expected that all student work contain positive images of race, gender, and religion. All stereotypes, acts of violence, sexual themes, or use of profanity in student work is unacceptable.
- Prepare an overhead with Genesis 1:26-31.
- Assemble available and suitable textbooks and references books.
- Book resource/library time for researching and Internet use.
- Arrange time for teacher-group conference.
- Set a date for presentations.
- Students are expected to compile all notes, activities, handouts, and tests and add them to their student manual for Unit 2: Health, Safety and Sanitation.

### **Teaching/Learning Strategies**

The teacher encourages attitudes and values founded on Catholic social teachings, which promote social responsibility, human solidarity, and the common good.

1. Through a teacher-directed activity, students:
  - discuss the significance of the biblical passage (Genesis1: 26-31) and its relevance to today's society;
  - identify and explain different ways to grow food, process food, and dispose of waste food products.
2. In groups, students select an area of concern, e.g., (agriculture, environment, rural community), to investigate the impact of how food is grown, processed and disposed of.
3. Time is allotted for students to work in class, and in the Library/Resource Centre to research their chosen concern.
4. Each person in the group completes a Group Progress Chart (Appendix 2.1.1), which is used to aid group organization and distribution of work and complete the Group Evaluation Chart (Appendix 2.1.2)
5. The teacher holds a teacher-group conference to discuss progress.
6. Each group presents their findings which is assessed by the teacher and the class. (Appendix 2.2.1)
7. Each group hands in a written report and a summary statement handout (to be copied for distribution to class) for teacher evaluation.
8. Students complete a self-and group assessment.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Discussion	Participation	Diagnostic	Knowledge Communication
Group activity	Research	Formative	Knowledge Communication Inquiry
Teacher-group conference	Discussion Teacher-group conference chart	Diagnostic Formative	Knowledge Communication Inquiry
Group presentation	Oral presentation rubric Self evaluation Group evaluation	Formative Summative	Knowledge Communication Application
Group report	Marking scheme Anecdotal comments	Formative Summative	Knowledge Application
Summary statement	Marking scheme Anecdotal comments	Formative Summative	Knowledge Application

### Accommodations

- Teachers should be acquainted with students' IEPs and their unique learning characteristics in order to make the necessary accommodations.
- Extra time may be allowed for the completion of assignments and tests. Where appropriate, tests and assignments may be divided up to be completed over a period of days.
- Peer tutors may assist students with special needs when researching and completing written report
- Group work can be organized to emphasize students' strengths.
- Handouts and timelines can be modified, and peer mentoring can be arranged.

### Resources

#### Catholic Resources

*Catechism of the Catholic Church*. Ottawa, Ontario: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible*. Toronto: Doubleday, 1998. ISBN 0-385-493-207

Pennock, Michael. *Catholic Social Teaching Learning and Living Justice*. Notre Dame, Indiana: Ave Maria Press Inc., 2000. ISBN 0-87793-698-6

#### Books

Canadian Restaurant and Foodservices Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Food Services Association, 1998.

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. (Teacher Resource Manual) ISBN 0-471-33029-9

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. ISBN 0-471-25244-1

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### **Periodicals and Magazines**

*Food Service and Hospitality*. Toronto, Canada: Kostuch Publications Ltd.

### **Video**

Food Production and the Environment. Coquitlam, British Columbia: Classroom Video, 1999.

### **Websites**

All about foods (Recipes in the Mastercook Format) - <http://fp.enter.net/~rburk/>

Hospitality Net (The Internet resource for the global hospitality industry)

- <http://www.hospitalitynet.nl/>

Agriculture and Agri-Food Canada - [www.agr.ca/deptinfe.html](http://www.agr.ca/deptinfe.html)

The goal of the Department of Agriculture and Agri-Food is to help the agriculture and agri-food sector maximize its contribution to Canada's economic and environmental objectives and achieve a safe, high-quality food supply.

Canadian Food Inspection Agency

- [www.cfia-acia.agr.ca/english/toc.html](http://www.cfia-acia.agr.ca/english/toc.html)

The agency's mission is to provide safe food, consumer protection, and market access.

Canadian Restaurant and Foodservice Association – Journal for the Canadian foodservice industry

- [www.crfa.ca/](http://www.crfa.ca/)

Health Canada

- [www.hc-sc.gc.ca/english/food.htm](http://www.hc-sc.gc.ca/english/food.htm)

Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety.

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## Appendix 2.1.1

### Group Progress Chart

#### Instructions

Each member in the group completes a Group Progress Chart to:

- organize and distribute work;
- indicate progress of the activity;
- indicate each member's contribution.

This chart is completed each day that the group assembles to work on the activity.

Title of Activity - \_\_\_\_\_

Names of Members - \_\_\_\_\_

Date Started - \_\_\_\_\_ Date Due - \_\_\_\_\_

<b>Date</b>	<b>Group Goals</b>	<b>Assigned To Whom</b>	<b>Achieved Yes/No</b>	<b>Areas of concern</b>	<b>Comments</b>

## Appendix 2.1.2

### Group Assessment Chart

Title of Activity - \_\_\_\_\_ Date - \_\_\_\_\_

Name of Members - \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4	Totals
Participation in group	- limited participation	- some participation	- considerable participation	- participates at all times	
Shares and expresses ideas in cooperative manner in group	- shares and expresses ideas with limited cooperation	- shares and expresses ideas with moderate cooperation	- shares and expresses ideas with considerable co-operation	- shares and expresses ideas with a high degree of cooperation	
Respects others' opinions in group	- rarely respects others' opinions	- respects others' opinions occasionally	- respects others' opinions most of the time	- respects others' opinions effectively all of the time	
Stays on task in group	- stays on task with limited effectiveness	- stays on task with moderate effectiveness	- stays on task with considerable effectiveness	- stays on task with a high degree of effectiveness	
Listens actively in group	- rarely listens actively	- listens actively some of the time	- listens actively most of the time	- listens actively all of the time	
Helps to establish group goals	- rarely helps to establish goals	- helps to establish some group goals	- helps to establish most group goals	- helps to establish group goals all of the time	
				Final Total	

(name of group member) \_\_\_\_\_'s best contribution to the group was

\_\_\_\_\_

A criteria that (name of group member) \_\_\_\_\_ should work to improve is

\_\_\_\_\_

## Appendix 2.2.1

### Conference Evaluation Chart

Instructions – The teacher and the group evaluate the conference held by them by putting a check mark next to the statement that best describes the group’s accomplishments. The teacher and the group note the Level and record the numbers in the Total column.

Names of Group Members - \_\_\_\_\_

\_\_\_\_\_

Date of Conference - \_\_\_\_\_

Criteria	Level	Total
Gathering of Information – <input type="checkbox"/> information is focused, a variety of good quality resources explored <input type="checkbox"/> a considerable amount of research completed but lacks focus <input type="checkbox"/> fair effort, insufficient research <input type="checkbox"/> limited effort, limited research	4 3 2 1	
Group Progress Report – <input type="checkbox"/> indicates group is well organized with equal distribution of work <input type="checkbox"/> indicates group is somewhat organized with equal distribution of work <input type="checkbox"/> indicates group is less than organized with some distribution of work <input type="checkbox"/> indicates group is disorganized with little or no equal distribution of work	4 3 2 1	
Conference – <input type="checkbox"/> student-directed, focused <input type="checkbox"/> somewhat student-directed; evidence of research and planning but group does not communicate their needs to the teacher <input type="checkbox"/> mostly teacher-directed: some notes but little evidence of planning <input type="checkbox"/> teacher-directed: limited group focus	4 3 2 1	
Final Total –		

## Appendix 2.2.5

### Self-Assessment Chart

Name - \_\_\_\_\_ Activity - \_\_\_\_\_ Date - \_\_\_\_\_

Criteria	Level 1 Rarely	Level 2 Sometimes	Level 3 Often	Level 4 Always	Total
<p><b>Attitude:</b>            I displayed originality.            I respected my own work and that of others.            I used my talents with responsibility and care for others.            I used my time wisely.            I completed my project on time.            I worked well with others.            I accepted suggestions and evaluated whether they could be used.            I made suggestions with respect and sensitivity to others.            I was willing to share my ideas and opinions with others.            I took responsibility for and care of my working environment.</p>					
<p><b>Awareness:</b>            I am using resources in the classroom, library, and elsewhere.            I made sure that I fully understood the problem to be solved.            I made sure that each member in my group contributed equally to the work at hand.            I am aware of my responsibility as a communicator of ideas.</p>					

<p><b>Process:</b>  I regard unsuccessful attempts as a learning experience.  I am willing to take creative risks and try new ideas.  I am capable of accepting mistakes as a positive aspect of my own work.  I strive for a higher level of achievement.  I show initiative in finding and implementing ideas.  I work through ideas and reflect regularly on these ideas.</p>					
<p><b>Product:</b>  I produced a project of a quality equal to my best attempt.  I made use of the skills that I have been taught.  I can discuss my work in an honest and objective way.  I appreciated the work of others and gave positive reinforcement.  I participated in my groups' discussions.</p>					
<p>Final Total:</p>					

Area(s) where I feel I did very well \_\_\_\_\_

This is because \_\_\_\_\_

\_\_\_\_\_

Area(s) I feel I need improvement is/are \_\_\_\_\_

This is because \_\_\_\_\_

\_\_\_\_\_

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## Appendix 2.2.6

### Conference/Guest Speaker Evaluation

Student Name - \_\_\_\_\_

Unit - \_\_\_\_\_ Name of Activity - \_\_\_\_\_ Date - \_\_\_\_\_

1. Name of speaker - \_\_\_\_\_

2. Organization speaker represents - \_\_\_\_\_

3. Purpose of organization - \_\_\_\_\_

\_\_\_\_\_

4. Assurance of worker and public assurance. - \_\_\_\_\_

\_\_\_\_\_

5. Speaker (student comments on the following) –

- a. organized
- b. knowledgeable
- c. answered audience questions accurately and with respect
- d. visual aids – effectively used
- e. overall presentation
- f. recommendations

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## Unit 3: Kitchen Operations

**Time:** 33 hours

### Unit Description

Students develop skills needed to produce a large-scale buffet. Students are introduced to the basic principles and culinary techniques of food preparation and management of resources while using proper sanitation principles. Employing standard techniques with special attention to commercial and quantity preparation, students learn to prepare stocks, soups, and sauces, as well as meat, fish, seafood, poultry, and dessert dishes. Tool and equipment use, weights and measures, and recipe conversions are also discussed and practised. Students develop presentation skills by practising garnish preparation and creating appealing table and plate designs. Students participate in class discussions and collaborative group work and research to learn about and prepare a buffet menu. Practical application of learned skills take place in food service preparation labs. Students write reflective journals and are engaged in teacher, peer, and self-assessment to enhance their learning. A glossary of cooking terms is developed throughout this unit to enable students to understand and use the vocabulary and forms of expression used in the food industry.

### Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
3.1 The Menu: The Foundation of Any Foodservice Operation	540 min	TFV.02, TFV.04; TF4.01, TF4.02, TF4.03; TF4.04; SPV.02; SP2.02, SP2.09	Knowledge Inquiry	Create glossary (cooking terms) Create sample menu Compare and convert recipes Conduct group research and give presentation on buffets and buffet service Brainstorm buffet theme Choose buffet recipe(s) Prepare shopping list
3.2 Inventory Control: Cost Management and Production Planning	360 min	TFV.02; TF1.05, TF1.06; SPV.01; SP1.01, SP1.02; SP2.06, SP2.10	Knowledge Inquiry Application	Cost recipe worksheet Research environmental impact on inventory Create inventory sheet
3.3 Food Preparation: The Buffet Meal	720 min	TFV.04; TF2.01; SPV.02; SP2.01, SP2.03, SP2.04, SP2.05, SP2.07, SP2.11, SP2.12, SP2.13	Knowledge Inquiry Application	Create glossary (cooking terms) Demonstrate safe food handling practices Participate in food labs Define and take on role of food industry staff Clean and sanitize lab
3.4 Food Presentation: Staging the Buffet Meal	120 min	SPV.02; SP2.03, SP2.05, SP2.07, SP2.13	Knowledge Communication Application	Create glossary of cooking terms Prepare garnishes Set up buffet table presentation Set up individual plate presentation

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## Activity 3.1: The Menu: The Foundation of Any Foodservice Operation

**Time:** 540 minutes

### Description

Students are introduced to menu planning and its impact on meal organization and cost. Through discussion and brainstorming activities, students learn that the menu is an important tool in the food industry. Students work collaboratively to plan and organize a menu for a buffet meal. New terms related to various product preparation and presentation techniques are listed in a cooking terms glossary. Students examine and compare recipe formats and measurement standards to learn conversion and yield modifications.

### Strand(s) & Learning Expectations

**Strand(s):** Theory and Foundation, Skills and Processes

#### Overall Expectations

TFV.02 - identify culinary trends based on demographic information;

TFV.04 - identify product preparation and presentation techniques;

SPV.02 - prepare and present food in a variety of ways.

#### Specific Expectations

TF4.01 - identify cooking applications (i.e., conduction, convection, radiation, fusion), their appropriate methods, and their effects on products;

TF4.02 - identify cooking methods (i.e., using dry heat as in roasting or frying and moist heat as in boiling or poaching) and their effects on food;

TF4.03 - describe common ingredients used in cooking and for garnishing food;

TF4.04 - identify a variety of herbs and spices;

SP2.02 - describe the fundamentals of imperial and metric measurement and make conversions to amounts of ingredients in recipes;

SP2.09 - describe the effect of different recipe formats.

### Prior Knowledge & Skills

Students should:

- have effective verbal skills;
- have teamwork, time-management, and communication skills;
- have critical thinking skills;
- have collaborative/cooperative learning skills.
- have familiarity with brainstorming techniques;
- have collaborative/cooperative group skills;
- have familiarity with mind mapping/webs;
- have computer/Internet skills;
- be familiar with journal writing;

### Planning Notes

- Prepare a list of defined cooking terms for inclusion in the students' glossary (see Appendix A – Glossary of Cooking Terms).
- Be familiar with food allergies and religious beliefs that might prevent some students from handling certain foods (**Note:** for further information go to: <http://www.eatethnic.com/Religious%20Foods.htm>).
- Arrange access to the school Library/Resource Centre for students to research buffet history and to find recipes for their buffet menu.

- Collect a variety of recipes in both imperial and metric measurement units.
- Develop a checklist including skills and expectations from Appendix B – Cooperative Group Work Rubric for self and peer assessment.

### Teaching/Learning Strategies

1. Students begin a cooking terms glossary, adding new terms as they arise (see Appendix A – Glossary of Cooking Terms).
2. The teacher leads a discussion about the menu, emphasising that it is a focal point in the food service industry because it is used to determine the supplies needed, number of workers required, skills required, equipment needed, and the clientele to be served.
3. The teacher and students brainstorm the factors which influence the menu chosen, e.g., people to be served, cost, type of cuisine, equipment, skill of workers, cultural and regional differences, special diet considerations.
4. The teacher provides sample menus and the class discusses the advantages and disadvantages of each menu.
5. Students work in groups of three or four to research one of the following about buffets and buffet service:
  - history and definition;
  - occasions when this style of service is preferred;
  - advantages and disadvantages;
  - considerations when planning a buffet (dietary and religious concerns; avoiding repetition of a primary ingredient of a dish; offering foods prepared by different methods; providing foods with a variety of colour and texture).

This information is presented to the class.

6. Students assess their group work using the Group Progress Chart (Appendix 2.1.1) in Unit 2.
7. Students determine the nature or theme of the buffet, i.e., celebratory, seasonal, or school-related.
8. Through discussion and consensus, the class agrees on a menu for the buffet (menu items should be based on buffet theme and information learned from group presentations on buffets and buffet service).
9. The teacher assigns menu sections to each group under the headings of cold section, hot section, breads, pastries and desserts. Students explore possible menu items.
10. Students examine, compare, and apply measurement standards used in the food industry (imperial and metric). Students learn to convert recipes into different amounts using these units, e.g., increasing and decreasing the recipe.
11. Students create a shopping list of food required.
12. Throughout this activity students complete a daily reflective journal of activities and skill development.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Brainstorming Activity	Checklist	Diagnostic	Knowledge
Research/Presentation	Research/Presentation Rubric	Formative	Communication
Group Cooperation	Cooperative Group Work Rubric (Appendix B) (self/peer assessment)	Formative	Inquiry/Communication

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## Accommodations

- Consult students' IEPs and meet with the appropriate special education teachers in order to implement prescribed modifications and accommodations.
- Provide one-on-one assistance as required.
- Provide a prepared cooking terms glossary worksheet with an example at the top for students to follow as new terms are added.
- Monitor students' progress frequently to identify any need for remediation.
- Allow for extended time to complete computer activity.
- Provide a variety of modes of instruction (verbal, written, video, demonstration, etc.).
- Select groups to optimize success for all students.
- For enrichment, students may research new cooking terms for their cooking terms glossary and then find recipes that incorporate these terms.

## Resources

Lukins, Sheila. *All Around The World Cookbook*. New York: Workman Publishing, 1994. ISBN 1-56305-237

Pepper, Michael R. FMP. *Menu Planning and Cost Control*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667502-1

Pepper, Michael R. FMP. *Menu Planning and Cost Control: Teacher's Resource Guide*, 2nd ed. New York: Glencoe/MacMillan/McGraw-Hill, 1993. ISBN 0-02667503-X

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668489-6

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking: Student Workbook*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668492-6

Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8

Ruhlman, Michael. *The Soul of a Chef*. U.S.A.: Penguin Group, 2000. ISBN 0-670-89155-X

Shannon, Ellen. *Dictionary of Culinary Terms*. New York: Hippocrene Books, 1998. ISBN 0-7818-0692-5

Spicer, Kay. *Multicultural Cooking*. Campbellville, Ontario: Mighton House, 1995. ISBN 0-9695688-2-7

Wagner, Sue, ed. *The Recipe Encyclopedia: The Complete Illustrated Guide To Cooking*. Toronto: Whitecap Books, 1999. ISBN 1-55110-642-6

## Periodicals and Magazines

*Food Service and Hospitality*. Toronto, Canada: Kostuch Publications Ltd.

*Canada's Foodservice News*. Toronto: Canada's Foodservice News.

*Fine Cooking*. Newtown, Connecticut: The Taunton Press. ISBN 1072-5121

*Gusto*. Markham, Ontario, Canada: PLM Imaging Inc. ([www.gustomagazine.com](http://www.gustomagazine.com))

*Canadian Vegetarian Magazine*. Toronto, Canada. (Publishes 10,000 copies every second month which are available free at health food stores, bookstores, restaurants, libraries, colleges, and universities.)

*Fork, Fingers & Chopsticks*. (Supporting Food, Nutrition, and Health Professionals in Multicultural Settings) Sunnyvale, CA: Four Winds Food Specialists. (<http://www.fwfs.com>)

*Healthy Exchanges*. DeWitt, IA. (PO Box 124, DeWitt, IA 52742-0124)

(Features plenty of low-fat, low sugar, and low sodium recipes; tips on healthy ways to prepare food and advice on healthy lifelong life-styles.)

*Journal of Nutrition In Recipe & Menu Development*. Binghamton, NY: Haworth Press.

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## CD-ROM

*Cooking Light* (MasterCook recipe software). Sierra Software.

## Websites

All about foods <http://fp.enter.net/~rburk>

A collection of recipes in the MasterCook format.

All Recipes <http://www.allrecipes.com>

Recipes, glossary, and general information

Food Television <http://www.foodtv.com>

Recipes, glossary, general information, and Rogers CITC partner

Saskatchewan Internet Educational Services [http://www.sasked.gov.sk.ca/curr\\_inst/iru/bibs/paa/tourism](http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism)

Detailed course descriptions, lesson ideas, and resources on hospitality and tourism

Escoffier Online <http://escoffier.com>

Links to a number of sites of interest to foodservice and hospitality management, including employment information, recipes, vendors of food and restaurant supplies, software, and other categories

Eat Ethnic – Religion and Food <http://www.eatethnic.com/Religious%20Foods.htm>)

Links to a number of sites of interest to foodservice and hospitality management, including employment information, recipes, vendors of food and restaurant supplies, software, and other categories

Epicurious Food Dictionary <http://www.epicurious.com/run/fooddictionary/home>

Dictionary of over 4,000 cooking terms

## Activity 3.2: Inventory Control: Cost Management and Production Planning

**Time:** 360 minutes

### Description

Students are introduced to the ever-changing factors that significantly affect cost management and production planning: seasonality; variations in product cost, quality and availability; and unexpected changes in customer demand. Students determine procedures for ordering, shipping, receiving, storing, rotating, and maintaining inventory. Students apply mathematical formulas to calculate the recipe costs of their menu items. Students apply the knowledge obtained in this activity by developing an inventory sheet to be used for ordering and pricing all food lab activities in subsequent activities.

### Strand(s) & Learning Expectations

**Strand(s):** Theory and Foundation, Skills and Processes

#### Overall Expectations

TFV.02 - identify culinary trends based on demographic information;

SPV.01 - identify and, where possible, apply procedures for inventory control.

#### Specific Expectations

TF1.05 - identify physical and chemical changes that may occur when food is handled, cooked, or stored;

TF1.06 - identify the impact on the hospitality industry of the effects that weather has on the availability, quality, and pricing of products;

SP1.01 - identify and apply procedures for ordering, shipping, and receiving products;

SP1.02 - describe and apply procedures for storing, rotating, and maintaining inventory;

SP2.06 - describe the effect of freezing foods;

SP2.10 - apply mathematical formulas to calculate the actual cost of food.

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## Prior Knowledge & Skills

Students should:

- have effective verbal skills;
- have teamwork, time-management, and communication skills;
- have critical thinking skills;
- have collaborative/cooperative learning skills;
- be familiar with brainstorming techniques;
- have collaborative/cooperative group skills;
- have computer/Internet skills;
- be familiar with journal writing.

## Planning Notes

- Arrange access to the school Library/Resource Centre for students to research environmental impact on inventory.
- Develop a math worksheet for recipe costing.
- Prepare copies of the Group Progress Chart (Appendix 2.1.1) for distribution to the class.
- Prepare a rubric to assess/evaluate group research and presentation (Appendix 2.1.2 and 2.2.4).
- Prepare a checklist for the creation of an inventory control sheet.
- Develop a test on recipe costing and inventory terms.

## Teaching/Learning Strategies

1. The teacher leads a classroom discussion on various inventory control principles, terms, and procedures, such as F.I.F.O. (first in, first out).
2. The teacher discusses recipe costing as an integral part of inventory control.
3. Students cost out menu items on the work sheet provided by the teacher.
4. In small groups, students research the effect weather has on availability, quality, and pricing of inventory.
5. Students assess their group work using the Self and Peer Group Work checklist (Appendix 2.2.5).
6. Students use the Internet to conduct initial research about inventory practices and survey several local businesses for additional information.
7. Students create an inventory sheet for use when ordering and pricing during subsequent lab activities.
8. Students complete and submit the test on recipe costing and inventory terms.
9. Throughout this activity students complete a daily reflective journal of activities and skill development.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Recipe costing	Math Worksheet	Diagnostic	Knowledge
Group cooperation	Cooperative group work rubric (Appendix B) (self/peer assessment)	Formative	Inquiry Communication
Inventory control sheet	Checklist	Formative	Application
Test on recipe costing and inventory practices	Test	Summative	Knowledge Application

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## Accommodations

- Consult students' IEPs and meet with the appropriate special education teachers in order to implement prescribed modifications and accommodations.
- Provide one-on-one assistance as required.
- Monitor students' progress frequently to identify the need for remediation.
- Allow extra time to complete tests.
- Provide clear, step-by-step handouts on inventory control practices.
- Arrange for a teaching assistant or peer tutor as required.
- Select groups to optimize success for all students.
- For enrichment, students may be asked to convert recipe measurements to alternate measurement units, increase or decrease the recipe, and cost the full recipe.

## Resources

Canadian Restaurant and Foodservices Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Food Services Association, 1998.

Gisslen, Wayne and Mary Ellen Griffin. *Study Guide to Accompany Professional Cooking*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. ISBN 0-471-32065-X

Gisslen, Wayne. *Professional Cooking*, 4th edition. U.S.A.: John Wiley and Sons, Inc., 1999. ISBN 0-471-23997-6

Pepper, Michael R. FMP. *Menu Planning and Cost Control*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667502-1

Pepper, Michael R. FMP. *Menu Planning and Cost Control: Teacher's Resource Guide*, 2nd ed. New York: Glencoe/MacMillan/McGraw-Hill, 1993. ISBN 0-02667503-X

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668489-6

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking: Student Workbook*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668492-6

Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8

## CD-ROM

*Professional Cooking*, 4th ed. John Wiley & Sons.

## Websites

Agriculture and Agri-Food Canada [www.agr.ca/deptinfe.html](http://www.agr.ca/deptinfe.html)

The goal of the Department of Agriculture and Agri-Food is to help the agriculture and agri-food sector maximize its contribution to Canada's economic and environmental objectives and achieve a safe, high-quality food supply.

Canadian Food Inspection Agency [www.cfia-acia.agr.ca/english/toc.html](http://www.cfia-acia.agr.ca/english/toc.html)

The Agency's mission is to provide safe food, consumer protection, and market access.

Canadian Restaurant and Foodservice Association – Canadian foodservice industry journal  
[www.crfca.ca](http://www.crfca.ca)

Escoffier Online <http://escoffier.com>

Links to a number of sites of interest to foodservice and hospitality management, including employment information, recipes, vendors of food and restaurant supplies, software, and other categories

Food Safety Resources, Inc. <http://www.haccp-compliant.com/food-safety-videos.htm>

Book and video resources on food safety and sanitation. Specific reference to inventory control (FIFO) in training guide.

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## Activity 3.3: Food Preparation: The Buffet Meal

**Time:** 720 minutes

### Description

Teacher demonstration is used to teach students new cooking techniques, new ingredients and proper, safe food handling practices and equipment usage. Students work in small groups to prepare assigned recipes from their buffet menu. To provide a working-world atmosphere, students may be assigned various roles of food industry staff and fulfill each individual job requirement. Proper food handling and storage techniques are highlighted throughout this activity. Student work areas are assessed for safety and sanitation. Students are provided with many learning opportunities through self-, peer, and teacher assessment of food preparation skills. Students need to consider the timing and preparation of the buffet menu items for the best appearance and freshness in order to successfully stage the buffet meal.

### Strand(s) & Learning Expectations

**Strand(s):** Theory and Foundation, Skills and Processes

#### Overall Expectations

TFV.04 - identify product preparation and presentation techniques;

SPV.02 - prepare and present food in a variety of ways.

#### Specific Expectations

TF2.01 - identify the different styles of cooking a variety of foods;

SP2.01 - prepare food for special dietary needs;

SP2.03 - prepare a variety of garnishes and use them with a variety of fish, meat, poultry, and dessert dishes;

SP2.04 - describe how dried and fresh herbs and spices affect products in preparation;

SP2.05 - apply appropriate baking techniques and procedures to produce desserts;

SP2.07 - use various cooking techniques and presentation methods to enhance dishes;

SP2.11 - describe physical and chemical changes that take place when mixing raw ingredients.

SP2.12 - prepare stocks, soups, and sauces, as well as meat, fish, seafood, and poultry dishes;

SP2.13 - describe and apply food handling, serving, and storage techniques that meet health and safety standards.

### Prior Knowledge & Skills

Students should:

- have effective verbal skills;
- have teamwork, time-management, and communication skills;
- have critical thinking skills;
- have collaborative/cooperative learning skills;
- have collaborative/cooperative group skills;
- have familiarity with journal writing.

### Planning Notes

- Develop a list of defined cooking terms to be distributed to students for inclusion in their cooking terms glossary (see Appendix A – Cooking Terms Glossary).
- Consult with science teachers regarding procedures and equipment required for kitchen and food sanitation lab, e.g., Petri dish germ samples.
- Duplicate the recipes chosen by groups.
- Collect materials and equipment necessary for demonstrations of various cooking techniques.
- Review the HACCP (Hazard Analysis Critical Control Point) system of monitoring food.

- Order food required for demonstrations and lab work.
- Ask students about any food allergies or religious beliefs that might prevent students from handling certain foods (**Note:** for more information see <http://www.eatethnic.com/Religious%20Foods.htm>).
- Prepare a test on safety and sanitation.
- Prepare food lab and food lab worksheet for reviewing cooking terms, techniques, and measurement.
- Arrange for a guest chef to come into class to demonstrate various cooking techniques.

### Teaching/Learning Strategies

1. Students review safety and sanitation standards and practices in the kitchen.
2. Students complete the test on safety and sanitation.
3. To demonstrate the need for food and kitchen sanitation, students are given Petri dishes and asked to divide their Petri dish into four sections. Students are instructed to take four different swab samples from around the different areas of the kitchen or from certain foods, and apply the swab samples to the sections of the petri dish. Students record the observations of bacterial growth from each swab section over the next few days.
4. Students review basic cooking terms and techniques.
5. The teacher demonstrates new cooking techniques and introduces new ingredients.
6. Students review both metric and imperial measuring systems. The importance of accurate measurement is emphasised.
7. The teacher demonstrates the use of new equipment, and reviews the use of previously used equipment.
8. A guest chef demonstrates various cooking techniques to the class.
9. The teacher defines the various roles of food industry staff and makes a list of the responsibilities each role may have on the job. (**Note:** for a complete list of these roles see the Classic and Modern Kitchen Brigade sections of Appendix A – Glossary of Cooking Terms.)
10. The teacher assigns a food industry staff role to each of the students.
11. Working in groups of two or three, students prepare dishes for the buffet from recipes that they have selected during their research.
12. Students complete the food lab worksheet.
13. The teacher leads a discussion of proper food handling and storage techniques.
14. The teacher and students discuss the finished products.
15. Students participate in thorough clean up after each lab. Safety and sanitation guidelines are reviewed.
16. Students complete assessment checklists for the food preparation process, the lab clean-up and the finished product.
17. Throughout this activity students complete a daily reflective journal of activities and skill development.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Safety and sanitation quiz (re: food preparation)	Quiz	Diagnostic	Knowledge
Review test of cooking terms, techniques and measurement	Food lab and lab worksheet	Diagnostic	Knowledge
Reflective journal	Anecdotal comments	Formative	Inquiry
Food labs including clean-up	Checklist (self/peer/teacher assessment)	Formative	Application
Product presentation	Rubric (self/peer/teacher assessment)	Summative	Application

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## Accommodations

- Provide one-on-one assistance as required.
- Provide a food safety and sanitation procedure checklist to follow during labs.
- Monitor students' progress frequently to identify any need for remediation.
- Allow extra time to complete tests.
- Select groups to optimize success.
- For enrichment, students may use more complex recipes that require more tasks.

## Resources

Canadian Restaurant and Foodservices Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Food Services Association, 1998.

Donovan, M.D. *Cooking Essentials*. U.S.A.: John Wiley, 1997. ISBN 0-471-28717-2

Gisslen, Wayne and Mary Ellen Griffin. *Study Guide to Accompany Professional Cooking*, 4th ed. Toronto: John Wiley and Sons, Inc., 1999. ISBN 0-471-32065-X

Gisslen, Wayne. *Professional Cooking*, 4th ed. U.S.A.: John Wiley and Sons, Inc., 1999. ISBN: 0-471-23997-6

Haines, R. *Food Preparation*. U.S.A.: American Technical Publishers, 1988. ISBN 0-8269-4433-7

Kenneth C. Wolfe, *Cooking for the Professional Chef*. Delmar Publishers, 1982. ISBN 0-8273-1903-7

Labensky, S., A. Hause, and Fred Malley. *On Cooking*. Prentice Hall Publishers, 1999. ISBN: 0-13-973892-4

Labensky S., G. Ingram, and S. Labensky. *Webster's New World Dictionary of Culinary Arts*, 2nd ed. Prentice Hall, 1997. ISBN 0-13-096622-3

Mizer, David A, M. Porter, B. Sonnier and K.E. Drummond. *Food Preparation for the Professional*, 2nd ed. John Wiley & Sons, 1987. ISBN 0-471-88303-4

Morris, Sallie and Lesley Mackley. *Choosing and Using Spices*. Oxford, Great Britain: Sebastian Kelly, 1999. ISBN: 1-84081-171-4

Mulherin, Jennifer. *Spices and Natural Flavourings*. London: Tiger Books International, 1992. ISBN 1-85501-218-9

Pepper, Michael R. FMP, ed. *Quantity Food Techniques*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667506-4

Pepper, Michael R. FMP, ed. *Quantity Food Techniques: Teacher's Resource Guide*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667507-2

Quebec/Amerique Internations, ed. *The Visual Food Encyclopedia*. Montreal, Quebec: Les Editions Quebec/Amerique Inc., 1996. ISBN 2-89037-893-4 (Note: the spelling in this text is the French version.)

Ruhlman, Michael. *The Soul of a Chef*. U.S.A.: Penguin Group, 2000. ISBN: 0-670-89155-X

## Periodicals and Magazines

*Fine Cooking*. Newtown, Connecticut: The Taunton Press. ISBN 1072-5121

*Gusto*. Markham, Ontario, Canada: PLM Imaging Inc. ([www.gustomagazine.com](http://www.gustomagazine.com))

*Cook's Illustrated*. Brookline, MA: Boston Common Press (17 Station St., PO Box 569, Boston, MA 02147-0569)

*Cooking Light*. Birmingham, AL.

*Cuisine*. Des Moines, IA: August Home Publishing.

*Culinary Trends*. Long Beach, CA (6285 East Spring St., Suite 107, Long Beach CA 90808-9927)

*Food Arts*. New York, NY: Food Arts Publishing Inc.

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*Journal of Culinary Practice*. Binghamton, NY: Food Products Press. (Quarterly publication contains research based articles on food preparation and cooking, including techniques & applications for quantity food preparation & food service management).

*Pastry Art & Design*. New York, NY: Haymarket Group Ltd.(45 W 34th St., Suite 600, New York, NY 10001.)

*Upper Crust*. 361 Virginia St. Crystal Lake, IL 60014

### **Videos**

*Working in the Kitchen*. The Food Service Industry Video Series. Delmar Publications, 1992. 46 min. ISBN 0-8273-5219-0 (Distributor: ITP Nelson Canada, Scarborough, Ontario, website <http://www.nelson.com>)

### **CD-ROM**

*Professional Cooking*, 4th. John Wiley & Sons.

### **Websites**

All about foods - <http://fp.enter.net/~rburk>

A collection of recipes in the MasterCook format.

All Recipes - <http://www.allrecipes.com>

Recipes, glossary and general information

Food Television - <http://www.foodtv.com>

Recipes, glossary, general information and Rogers CITC partner

Epicurious Food Dictionary - <http://www.epicurious.com/run/fooddictionary/home>

Dictionary of over 4,000 Cooking Terms

Cooking information <http://www.geocities.com/NapaValley/4079/Menu/buffet.htm>

Cooking hints on food preparation and buffets

Eat Ethnic – Religion and Food - <http://www.eatethnic.com/Religious%20Foods.htm>

The Culinary Institute of America - <http://www.ciachef.edu>

An excellent series of videos, textbooks and cookbooks as well as many website links.

### **Human Resources**

Canadian Restaurant and Foodservice Association

Guest Speakers – Industry experts, recent graduates from College of Applied Arts and Technology

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## **Activity 3.4: Food Presentation: Staging the Buffet Meal**

**Time:** 360 minutes

### **Description**

Students learn to perfect the presentation of the buffet meal that was planned and prepared in previous activities. Students learn various cooking techniques and presentation methods to enhance dishes. Students prepare a variety of garnishes for their buffet menu items. Students are assessed on the buffet table presentation and their individual plate presentation. Food safety and sanitation is reviewed and emphasised throughout the activity.

### **Strand(s) & Learning Expectations**

**Strand(s):** Skills and Processes

#### **Overall Expectations**

SPV.02 - prepare and present food in a variety of ways.

#### **Specific Expectations**

SP2.03 - prepare a variety of garnishes and use them with a variety of fish, meat, poultry, and dessert dishes;

SP2.05 - apply appropriate baking techniques and procedures to produce desserts;

SP2.07 - use various cooking techniques and presentation methods to enhance dishes;

SP2.13 - describe and apply food handling, serving, and storage techniques that meet health and safety standards.

### **Prior Knowledge & Skills**

Students should:

- have effective verbal skills;
- have teamwork, time-management and communication skills;
- have critical thinking skills;
- have collaborative/cooperative learning skills;
- be familiar with brainstorming techniques.
- have collaborative/cooperative group skills;
- have knowledge of design process;
- be familiar with journal writing.

### **Planning Notes**

- Collect a variety of pictures of attractive food displays.
- Prepare for various garnish demonstrations.
- Order food required for demonstrations and lab work.
- Ask students about any food allergies or religious beliefs that might prevent students from handling certain foods (**Note:** for more information see - <http://www.eatethnic.com/religious%20foods.htm>.)
- Prepare a quiz on food safety and sanitation.
- Prepare food lab and lab worksheet to assess garnish techniques.

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## Teaching/Learning Strategies

1. The teacher leads a class discussion on buffet and plate presentation, using colourful examples.
2. Students and the teacher discuss buffet menu for presentation ideas. Emphasis is placed on the appealing look of the food and the buffet table. Students are asked to draw possible food placement on the buffet table.
3. Students review safety and sanitation in the kitchen and during food presentation.
4. Students complete a quiz about safety and sanitation during food presentation.
5. Students review cooking terms and the teacher introduces new terms for their glossary.
6. The teacher demonstrates techniques for garnishing.
7. Students prepare garnishes for all items on the buffet.
8. Students complete the lab worksheet.
9. Throughout this activity students complete a daily reflective journal of activities and skill development.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Safety and sanitation quiz (re: food presentation)	Quiz	Diagnostic	Knowledge
Garnish techniques	Food lab and lab worksheet	Formative	Application
Plate presentation	Rubric	Formative	Application
Portfolio presentation (includes daily reflective journal and glossary of cooking terms)	Teacher/student conference	Summative	Communication Application

## Accommodations

- Provide one-on-one assistance as required.
- Monitor students' progress frequently to identify any need for remediation.
- Provide multiple choice/true-false/fill-in-the-blank test questions on safety and sanitation test
- Allow extra time to complete tests.
- Finished presentations may be presented in a variety of formats.
- For enrichment, students may research and prepare more complex garnishes involving more tasks.

## Resources

Labensky S., G. Ingram, and S. Labensky. *Webster's New World Dictionary of Culinary Arts*, 2nd ed. Prentice Hall, 1997. ISBN 0-13-096622-3

Canadian Restaurant and Food Services Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Foodservices Association, 1998.

Quebec/Amerique Internations, ed. *The Visual Food Encyclopedia*. Montreal, Quebec: Les Editions Quebec/Amerique Inc., 1996. ISBN 2-89037-893-4

Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley and Sons, Inc., 1995. ISBN 0-471-57746-4

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668489-6

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking: Student Workbook*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668492-6

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Ray, Mary Frey and Evelyn Jones Lewis. Teacher's Resource Binder: *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8

Wagner, Sue, ed. *The Recipe Encyclopedia: The Complete Illustrated Guide To Cooking*. Toronto: Whitecap Books, 1999. ISBN 1-55110-642-6

### **Periodicals and Magazines**

*Fine Cooking*. Newtown, Connecticut: The Taunton Press. ISBN 1072-5121

*Gusto*. Markham, Ontario, Canada: PLM Imaging Inc. ([www.gustomagazine.com](http://www.gustomagazine.com))

*Cooking Light*. Birmingham, AL.

*Cuisine*. Des Moines, IA: August Home Publishing

*Culinary Trends*. Long Beach, CA (6285 East Spring St., Suite 107, Long Beach CA 90808-9927)

*Food Arts*. New York, NY: Food Arts Publishing, Inc.

*Journal of Culinary Practice*, Binghamton, NY: Food Products Press. Quarterly publication contains research based articles on food preparation and cooking, including techniques & applications for quantity food preparation & food service management.

*Pastry Art & Design*, New York, N.Y.: Haymarket Group, Ltd., 45 W 34th St., Suite 600, New York, NY 10001.

*Upper Crust*, 361 Virginia St. Crystal Lake, IL 60014

### **Videos**

*Serving Banquets*. (The Food Service Industry Video Series). Delmar Publications, 1992. 40 min. ISBN 0-8273-5217-4 (Distributor: ITP Nelson Canada, Scarborough, Ontario, website - <http://www.nelson.com>)

*Serving Food*. (The Food Service Industry Video Series). Delmar Publications, 1992. 61 min. ISBN 0-8273-5215-8 (Distributor: ITP Nelson Canada, Scarborough, Ontario, website - <http://www.nelson.com>)

### **Websites**

All About Foods - <http://fp.enter.net/~rburk>

A collection of recipes in the MasterCook format.

All Recipes - <http://www.allrecipes.com>

Recipes, glossary and general information

Food Television - <http://www.foodtv.com>

Recipes, glossary, general information and Rogers CITC partner

Escoffier Online - <http://escoffier.com>

Links to a number of sites of interest to foodservice and hospitality management, including employment information, recipes, vendors of food and restaurant supplies, software, and other categories

Buffets and Parties - <http://www.geocities.com/NapaValley/4079/Menu/buffet.htm>

Cooking hints on food preparation and buffets

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## Appendix A

### Glossary of Cooking Terms

*Defining Basic Food Terms Related To Food Preparation Within The Industry.* As each term is discussed in the Kitchen Operations Unit, students should write and define these terms in their notebook under the heading Glossary of Cooking Terms.

#### Cutting Techniques

chop	core	cube	dice
grate	grind	mince	pare or peel
score	shred	slice	

#### Mixing Techniques

alternate	fold in	cut in	stir
blend	whip	cream	beat
emulsify	sift	bind	

#### Cooking Techniques

bake	barbecue	blanch	boil
braise	clarify	curdle	deep fry
fry	griddle	grill	pan broil
poach	render	roast	simmer
sauté	scald	sear	caramelize
steam	stew	sweat	en papillote

#### Tools and Equipment

bain marie	chafing dish	conical strainer	french or chef's knife
ladle	metal stem thermometer	paring knife	portion scale
sauce pot	skimmer	slicer	spider
steel	stock pot		

#### The Classic Kitchen Brigade

chef de cuisine (chef)	entremetier	tournant	sous-chef
saucier	patissier	chef de partie	commis
garde-manger			

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## Appendix A (Continued)

### The Modern Kitchen Brigade

executive chef (chef)	sous-chef	line cook	pastry chef
apprentice			

### The Basic (Leading or Mother) Sauces

béchamel	espagnole	hollandaise	tomato
veloute			

### Culinary Terms

aging	al dente	aspic	au jus
bard	baste	bouquet garni	cuisine
deglazing	demi-glace	entrée	fillet
fond lie or jus lie	flavouring	fricassee	fumet
gelatitation	glace de viande	lard liason	marinate
meringue	mirepoix	mise en place	mousse
offal	pate a choux	puree	roux
sachet	seasoning	shallet	spaetzle
stock	tournedos	truss	zest

## Appendix B

### Cooperative Group Work

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Works willingly and co-operatively with others	- sometimes works willingly and cooperatively with others	- usually works willingly and cooperatively with others	- works willingly and cooperatively with others	- consistently works willingly and assists others in working cooperatively
Shares resources, materials, and equipment with others	- sometimes shares resources, materials, and equipment with others	- usually shares resources, materials, and equipment with others	- shares resources, materials, and equipment with others	- consistently shares materials and equipment with others and assists in resolving difficulties in the sharing of resources
Listens attentively without interrupting	- sometimes listens passively or actively	- usually listens passively and actively by paraphrasing for accuracy	- listens passively and actively by paraphrasing for accuracy	- consistently listens passively and actively by paraphrasing for accuracy
Accepts a variety of roles, including leadership roles	- sometimes accepts different roles	- usually accepts different roles	- accepts and learns different roles including leadership roles	- assists others in accepting and learning different roles including leadership roles

Adapted from Simcoe County DSB