

GOURMET FOOD AND CATERING

Consumer and Family Education

Curriculum Standard One: The student will understand food safety and sanitation rules and guidelines for food preparation.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify how kitchen accidents might be avoided or prevented.</p> <p>2. The student will identify appropriate procedures during an emergency or accident.</p> <p>3. The student will identify common types of food-borne illnesses and the sources of contamination and the conditions required for growth.</p> <p>4. The student describe techniques and practices that will prevent transfer of food-borne illness.</p>	<p>A. Can the student describe how to maintain a safe kitchen?</p> <p>A. Can the student identify ways to deal with an emergency in the kitchen?</p> <p>A. Can the student distinguish between the following bacteria: botulism, salmonella, and staphylococcus?</p> <p>B. Can the student describe the bacteria danger zone?</p> <p>C. Can the student list the rules for keeping food safe?</p> <p>A. Can the student list personal, kitchen equipment, and food sanitation practices?</p>	<ul style="list-style-type: none"> • The student will role-play different hazardous kitchen situations using props. • The student will evaluate emergency situations and describe solutions for them on a worksheet. • The student will view a sanitation video on food-borne illnesses. • The student will quiz each member of his/her small group on sanitation practices in the kitchen.

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Curriculum Standard Two: The student will demonstrate the use of specialty equipment and terminology specific to gourmet foods.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand a variety of food terminology specific to gourmet foods.</p> <p>2. The student will identify and demonstrate use of specialty equipment and tools.</p>	<p>A. Can the student define the meanings of food terminology?</p> <p>A. Can the student use specialty equipment and tools effectively?</p>	<ul style="list-style-type: none">• The student will match the names of common gourmet food terminology to their specific definitions.• The student will demonstrate the use of specialty equipment and tools while preparing various recipes.• The student will match names and usage of specialty cooking equipment.

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Curriculum Standard Three: The student will understand and demonstrate a variety of menu planning skills.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will be able to plan an entire menu based on the following criteria:</p> <ul style="list-style-type: none"> a) appropriate menu planning strategies b) event scheduling c) preparation timing d) cost/budget 	<ul style="list-style-type: none"> A. Can the student list and give examples of menu planning principles? B. Can the student describe the factors to consider when planning an event? C. Can the student prepare a time schedule for food preparation? D. Can the student plan an event on a budget and prepare a cost analysis? 	<ul style="list-style-type: none"> • The student will organize an event and evaluate its: <ul style="list-style-type: none"> a) menu plan b) schedule c) cost d) budget guidelines e) timing

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Curriculum Standard Four: The student will understand how to design and implement a variety of themes, styles of service, and presentation techniques.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will design and implement a theme-related event.	A. Can the student create a theme event from beginning to end?	<ul style="list-style-type: none"> • The student will organize a mock theme event following menu planning principles, menu timing, cost, budget, and event schedule.
2. The student will set a variety of mock table services.	A. Can the student appropriately set a table in a variety of service styles?	<ul style="list-style-type: none"> • The student, in small groups, will demonstrate drawings of various table services.
3. The student will practice a variety of etiquette and social skills in a variety of settings.	A. Can the student identify various social skills and etiquette needed in today's dining experiences?	<ul style="list-style-type: none"> • The student will evaluate different scenarios they may encounter and list appropriate ways to deal with each situation.
4. The student will be able to demonstrate a variety of garnishing and plate presentation techniques.	<p>A. Can the student describe the elements of plate presentation?</p> <p>B. Can the student demonstrate basic garnishing skills?</p>	<ul style="list-style-type: none"> • The student will create and draw three different plate presentations for a particular menu. • The student will practice making a variety of garnishes.

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Curriculum Standard Five: The student will explore a variety of career opportunities relating to working with gourmet foods.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will increase his/her awareness of the variety of career opportunities relating to gourmet foods.</p> <p>2. The student will explore the educational requirements for careers relating to gourmet foods.</p>	<p>A. Can the student define various job descriptions for a variety of gourmet food careers?</p> <p>A. Can the student define the educational requirements for a variety of gourmet food careers?</p>	<ul style="list-style-type: none"> • The student will complete a research project on various career opportunities in gourmet foods. • The student will complete a research project which includes educational requirements for gourmet food careers.