

TFJ201

Hospitality & Tourism

Photo Standardized Recipe Portfolio

[Abstract](#)

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PROJECT PROVISION

Although the connections in this document have been applied to the grade 10 Hospitality and Tourism they also meet many expectations in the grade 11 and 12 curriculums. This project can be adapted to meet expectations in other grade levels and the curriculum expectations in open level and split level classes.

PROJECT OVERVIEW

Throughout this course students learn, model and apply the skills and techniques used to be successful in a professional kitchen. These skills include professionalism, research and recipe interpretation, organization and planning, culinary terminology, literacy and culinary numeracy. In this activity students apply these fundamental skills to a recipe and culinary process of their choice. Students choose their own learning goal with the guidance of the teacher. As they progress through the activity they will record the critical steps in the process and assimilate the information in the form of a standardized photo recipe. A strong emphasis will be placed on culinary process including safety, sanitation, mise en place and technique. The skills and knowledge acquired in this activity can be applied to similar projects and lifelong learning.

PROJECT CHALLENGE

Now that you have practiced professional techniques like safe equipment handling, food handling, sanitation, kitchen professionalism and organization strategies, you will demonstrate your skills by choosing and completing a recipe or process of your choice.

You will choose your own learning goal and collect a portfolio of research with a standardized photo recipe.

CONNECTIONS

SEF Component 1 Assessment for, as and of Learning

Indicator 1.3- Students:

Describe what they are learning, the purpose of the learning and what it looks like.

Participate in the development of their individual learning goals.

DI TIPS

Provide an open-end approach when having students select a product. Have students choose their own product. A choice board with examples may help.

Numeracy Connections

"Leading Math Success"

An effective learning experience is one that connects mathematics with the lives of adolescent students.

PROJECT CRITERIA

Included in the portfolio:

- Information paragraphs with as many points as necessary to explain the essence of the culinary

EXAMPLES

Examples:

- Creaming Method, Straight mix method, foaming method...

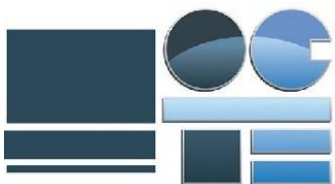


<p>process/technique (your learning goal).</p> <ul style="list-style-type: none">▪ A list of culinary terminology essential in the completion of the technique (with definitions)▪ Three related recipes from different sources. At least one example must come from a culinary book or textbook.▪ A recipe analysis from your 3 recipes▪ At least one YouTube video address that demonstrates the recipe/technique?▪ A full standardized recipe with ingredient specifications and amounts in metric and imperial units completed on a standard recipe form.▪ A full method of preparation with logical step by step instructions▪ A list of tools and equipment necessary to complete the technique. <p>Execution:</p> <ul style="list-style-type: none">▪ Photograph of the tools and equipment needed with identifying labels.▪ Photograph of all the measured ingredients with identifying labels.▪ A logical and sequential photo essay demonstrating the process and essence of the culinary technique.▪ Each photo includes written instructions describing the importance of the step.▪ The facts and information will be organized into a unified and coherent report.▪ Proper grammar, punctuation and spelling must be used.▪ All final work must be submitted as a word-processed document (MS word or MS Publisher)▪ The project must include written rough work and a bibliography with sources including textbooks, cook books and the internet.	<ul style="list-style-type: none">▪ Cooking less tender meats▪ Roasting, poaching, frying...▪ Puree soups, veloute soups, broth soups...▪ Bechamel, veloute....▪ Stocks, reductions▪ Emulsifications▪ Any culinary process <p>Exemplars of the photo standardized recipes are included in the appendices. Gingerbread is a teacher made exemplar Cheesecake is a student made exemplar.</p> <p>Collect exemplars from your own students for future use as teaching tools, a recipe bank and exemplars.</p> <p>Connections to STEM The Design Process:</p> <ul style="list-style-type: none">• Analyse the context and background, and clearly define the problem or challenge.• Conduct research to determine design criteria, financial or other constraints, and availability of materials.• Generate ideas for potential solutions, using processes such as brainstorming and sketching.• Choose the best solution.• Build a prototype or model.• Test and evaluate the solution.• Repeat steps as necessary to modify the design or correct faults.• Reflect and report on the process. <p>21st Century Competencies Reflect with students on the growth mindset that will help them achieve their goals and help them adapt to the ever changing landscape of the 21st century.</p>
WEBSITE SAMPLES	
<ul style="list-style-type: none">▪ rouxbe.com	



PROJECT SYNOPSIS and TIMELINES					
Act #	Activity Title/Name	Time (hrs.)	Curriculum Expectations	Assessment & Evaluation	Connections?
1.1	Project Research and Planning	2.0	A1.1, A3.1, A3.2, A3.3, B1.2, B3.1, B3.2, D3.8	<ul style="list-style-type: none"> ▪ K/U ▪ T ▪ A ▪ C 	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive... ▪ ICE ▪ FNMI First Nations, Metis
1.2	Kitchen Organization and Cooking	5.0	A1.1, A2.1, A2.2, A2.3, A3.1, A3.2, A3.3, B1.1, B1.2, B1.3, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, C1.3, D1.2, D1.3, D1.4, D2.2, D3.6, D3.7, D3.8	<ul style="list-style-type: none"> ▪ K/U ▪ T ▪ A ▪ C 	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive... ▪ ICE ▪ FNMI First Nations, Metis
1.3	Standard Photo Recipe Writing and Portfolio Presentation	1.0	A2.1, A2.2, A2.3, A3.1, A3.2, A3.3, B1.2, B3.1, B3.2, D3.1, D3.3, D3.4, D3.5, D3.6, D3.7, D3.8	<ul style="list-style-type: none"> ▪ K/U ▪ T ▪ A ▪ C 	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive... ▪ ICE ▪ FNMI First Nations, Metis

CONNECTIONS RESOURCE LIST		
1	The Ontario Curriculum, Grade 11-12, Revised 2009	http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf
2	Growing Success	http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
3	Student Success: Differentiated Instructions Educator's Package, 2010(DI)	http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf
4	School Effectiveness Framework, 2013 (SEF)	http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf
5	Think Literacy	http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/
6	Leading Math Success	http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf



7	Ontario First Nations, Metis, and Inuit Education Policy Framework (FNMI)	http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf
8	Ontario's Equity and Inclusive Education Strategy	http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf
9	Ontario Skills Passport (OSP)	http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml
10	OCTE Resources: SafeDocs, SafetyNet	http://www.octelab.com/

Act 1.1 Project Research and Information Gathering

Activity Description:

Chefs and Pastry Chefs follow process when cooking. For example understanding the process to form an emulsion like mayonnaise is as important as a following a recipe. Making mayonnaise has some critical steps that must happen in order for the recipe to be successful. Understanding the critical steps in any cooking process or recipe will help to ensure success. Following safe tool and sanitation practices are just as important as following culinary technique when working with dangerous tools and perishable potentially hazardous foods.

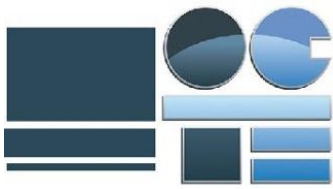
There are many techniques used to prepare foods. All the preparation and organization starts with collecting "Mise en place" which puts all your tools, equipment and all your prepared ingredients in place. The process of combining, cooking and assembling dishes now begins.

In this activity you are asked to choose some food or recipe that is interesting to you and research the critical steps in the process that ensure success. After you have reviewed all the essential information you must use the established classroom procedures to complete the cooking task. As you step through your assignment collect evidence of learning in the form of recipes, Youtube videos, photos of the process and your work and collect them in a portfolio. From the recipes you have collected make an analysis to choose the best solutions to your learning goals. Finally you will complete a standardized recipe to gain entrance into the kitchen.

Act 1.1 Criteria and Instructions

Themes/Styles

- Complete a photo standardized recipe demonstrating the various standard techniques and process used to prepare foods in the culinary arts.
- Safe and professional sanitation & food handling skills
- Safe, professional & efficient use of tools & equipment
- Literacy and numeracy in culinary arts. The completion of supporting documentation (standard recipe forms, measurement in metric and imperial)
- Awareness of the skills, aptitude and demands of a career in the culinary arts



Research and record:

1. The theory that supports the successful completion of your cooking process
2. The “Process” and logical sequence of completion (e.g. creaming process....)
3. The culinary terminology used to describe the theory and process best supporting completion
4. One recipe from an internet source in metric measures
5. One recipe from professional culinary textbook (e.g. On Cooking) in metric measures
6. One recipe from any other cookbook in imperial measures
7. A YouTube video and address that demonstrates the recipe / technique?

Research Sources

- use a variety of resources in collecting your information.... Textbooks, cookbooks, culinary magazines, internet, Youtube.... You must show proof that a variety of sources were used for full marks
- be sure to cite all sources of information

Mid-Assignment planning portfolio;

- Your portfolio of all relevant material associated with your technique including, the planning sheet, various recipes, supporting material, photocopied recipes from books and magazines, printed recipes from the net, youtube video addresses, all completed rough work

Minds On (Engaging Prior Knowledge)

Act 1.1 PRIOR KNOWLEDGE	CONNECTIONS
<p>Prior Knowledge Required; The student will have:</p> <ul style="list-style-type: none"> ▪ group work skills; ▪ research skills....ability to use a variety of resources (Internet, magazines, interviews, etc.) ▪ skills in co-operative learning techniques (effective interpersonal skills) and an understanding of personal responsibilities and commitment required for group activities; ▪ basic skills in word processing used for journals/log entries; ▪ respect for the rights, responsibilities and contributions of self and others; <p>OCTElab resources including Safety Data Sheets and Safety Passports can be found at: http://www.octelab.com/sites/default/files/safedoc_host_0.pdf</p> <p>Recommended prior knowledge OCTElab Safety Data Sheets:</p> <ul style="list-style-type: none"> ● Biohazards page 20 	<p>Teacher Tips</p> <p>Remind students to save and document all the research and information they have accessed as evidence of learning.</p> <p>DI TIPS</p> <p>Student Success / Responding by Differentiating involves:</p> <p>Providing choice, respectful tasks, a shared responsibility for learning and flexible learning groups (key features of differentiated instruction).</p> <p>Growing Success</p> <p>The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.</p>



<ul style="list-style-type: none"> • Chemical hazards page 23 • General housekeeping page 31 • Handwashing page 34 • Hot food handling page 35 • Knife handling page 36 • Personal hygiene page 38 <p>Recommended OCTELab Safety Passports:</p> <ul style="list-style-type: none"> • Knife Safety passport page 51 • Safety record card page 75 • Equipment/Procedure passport page 79 • Sanitation passport page 84 	<ul style="list-style-type: none"> • Responsibility • Organization • Independent work • Collaboration • Initiative • Self Regulation <p>SafeDocs/SafeNet Connections and resources found on the OCTE web site</p> <p>http://www.octelab.com/ http://www.octelab.com/content/safedoc-hospitality-tourism</p>
<p>Act 1.1 PLANNING NOTES</p>	<p>CONNECTIONS</p>
<ul style="list-style-type: none"> ▪ Check all recommended resources prior to beginning lessons and activity. ▪ Book access to library resources ▪ Collect the best of the books and magazines in a reading station ▪ Be sure that all computers are in working order and that the Internet access is available. ▪ Check school WiFi for accessibility. ▪ Review all activities and prepare all resources (handouts, and materials) necessary for the delivery of content. ▪ If using collaboration software, be sure that all posts are updated and ready for student interaction. 	<p>Teacher Tips</p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility.</p> <p>This activity is ideal for allowing students to use their own personal devices in their research.</p>

Action (Introduce or Extend Learning)

<p>Act 1.1 Instructional Strategies</p>	<p>Connections</p>
<p>Teacher:</p> <ul style="list-style-type: none"> ▪ Have students establish cooking teams of 2-3. Teacher may choose or modify the teams depending on individual strengths and weaknesses. ▪ Discuss best practices regarding group work. ▪ Introduce activity and criteria. ▪ Discuss and describe trustworthy recipe sources. The reliability of tested recipes from textbooks versus random recipe posting websites. 	<p>SEF Indicator 2.3 Organizational structures are coherent, flexible and respond to the needs of students.</p> <p>Students:</p> <p>The learning environment is both intellectually challenging and developmentally appropriate for all</p>



- Describe to students the purpose of recipe analysis and choice including their access to seasonal and local foods, tool and equipment availability, volume vs. mass, time limitations, recipe sources...
- Describe what students are expected to learn and how their learning will help with the overall project. Provide students a clear vision of where this activity will lead.
- Allow students access to digital templates, exemplars and project
- Support students with access to photocopiers, library, books, the internet, MS Word, and MS Publisher
- Share learning goals:
 - tell students, at the outset of instruction, what the learning goals are.
 - refer frequently to the learning goals and design process during instruction
 - Guide students with daily classroom expectations and check in with their progress

Student:

- Establish a cooking team of 2-3.
- Participate in collaborative/cooperative learning through group research.
- Collect a minimum of 3 related recipes from various sources
- Collect supporting material like text book theory, youtube videos, historical, societal or cultural, nutritional significance...
- Complete the planning document including the recipe analysis reflecting on ingredient and equipment availability, recipe source reliability, skills base, time restraints...
- Complete a working version of the recipe you will use
- Collect mise en place
- Complete culinary technique

students and is organized to optimize teaching and learning.

Work in flexible and varied groupings according to the learning task and their learning needs.

SEF Indicator 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

Students:

Sort and analyze information from a variety of sources.

Summarize and synthesize in order to understand what they read, hear and see.

Literacy Connection

Reading (research) Strategy: Engaging in Reading

- Sorting Ideas Using a Concept Map can be used in documenting their research on themes and styles
- 'Making Notes' strategy is applicable for this activity

FNMI Connection

To address the schools will strive to "employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students", it is recommended that students research some First Nation, Métis, and Inuit natural hardscape designs.

Innovation, Creativity and Entrepreneurship

- provide opportunities for students to solve their own problems, through support, encouragement and an inclusive learning environment, AND this goes back to empathy and need finding that is part of the ICE templates
- give students the opportunity to define their own problems through empathy and NEED finding, incorporate a NEED finding exercise prior to at least one unit, use the [ICE templates to accomplish this.](#)

ICE Training

- there are many excellent references for the brainstorming process in the ICE training models



	<ul style="list-style-type: none"> - think/pair/share, using notes, chart paper and traditional methods that will seem new to your students - the ICE training could be used as references to aid students through the process such as illustrated in this ICE DECK
<h2>Act 1.1 Assessment and Evaluation</h2>	<h2>Connections</h2>
<p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Thinking and Inquiry</p> <ul style="list-style-type: none"> ▪ To assess students on their thinking skills, teachers will evaluate students' research report in terms of using a variety of resources. <p>Communications</p> <ul style="list-style-type: none"> ▪ The research report will be assessed in terms of format, content, accuracy, and overall appearance. <p>Learning Skills</p> <ul style="list-style-type: none"> ▪ Through observation and conferencing, students will be assessed formally or informally. ▪ The teacher will document the following: <ul style="list-style-type: none"> - the student's skills pertaining to conflict management skills; - student's ability to work effectively as a team member; - student's initiative, leadership and participation in a group. ▪ Conferencing assessment can take place on a daily basis. Be sure to provide encouragement and praising effort, as tasks are complete building on a positive self-image. <p>Assessment Tools:</p> <ul style="list-style-type: none"> ▪ Rubric 	<p>Growing Success Assessment Categories K (20%) T (20%), C (20%), A(40%)</p> <p>Growing Success Using checklists allow for assessment as learning, also have conversations with the student about their progress to keep the process transparent. Final evaluations should not occur until the student has had verbal feedback along the way – assessment as learning.</p> <p>SEF Component 1 Assessment for, as and of Learning Connections</p> <p>Indicator 2.2- Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners</p> <p>Assessments will include communications, observation, performance assessment, and conferencing .</p> <p>Ontario Skills Passport / Essential Skills</p> <p>The skills in the OSP are the Essential Skills that enable people to perform tasks required by their occupation and other activities of daily life. These skills provide people with the foundation for learning other skills, such as technical skills, and enhance their ability to adapt to change. Skill levels are provided for each skill.</p> <p>Essential skills are transferable skills that students will utilize in other classes and will travel with them throughout their work life and careers.</p> <p>They include literacy, numeracy and</p>



	<p>thinking.</p> <p>SEF Component 4 Curriculum, Teaching and Learning</p> <p>Indicator 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>Students:</p> <p>Make choices (e.g., assignment, resources, learning centre task) based on their readiness, interests and learning preferences.</p>
<p>Act 1.1 Accommodations</p>	<p>Connections</p>
<ul style="list-style-type: none"> ▪ Students may set their own learning goal at their personal interest and level of ability ▪ Learning goals for some students may be recommended to meet their interests and personal ability ▪ Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations. ▪ Teaching Strategies for students with special needs may include: <ul style="list-style-type: none"> - grouping design teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses; - providing a list of designs and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors; - pairing experienced students with those who are not yet familiar with the techniques. 	<p>Indicator 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</p> <p>Students:</p> <p>Describe what they are learning, the purpose of the learning and what it looks like.</p> <p>Participate in the development of their individual learning goals.</p> <p>SEF Connections</p> <p>Accommodations are to be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity or race. Teachers foster a positive atmosphere accepting of individual's uniqueness, values, and needs.</p>

Consolidation & Connections (Provide Opportunities for Reflection)

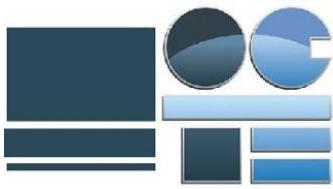
<p>Act 1.1 Working Portfolio</p>	<p>CONNECTIONS</p>
<p>With the completion of this stage students will have a working portfolio that includes;</p> <ul style="list-style-type: none"> ● A student driven learning goal 	<p>SEF Indicator 4.2 A clear emphasis on high levels of achievement in literacy and</p>



<ul style="list-style-type: none"> • A completed planning page • A minimum of three related recipes (e.g. 3x Mayonnaise) • Web address of a video that demonstrates the process • A recipe analysis reflecting the ease of completion based on tools, ingredients, time restraints... • A written working recipe on a standard form with appropriate and accurate measures • Culinary terms and definitions essential in completing the task 	<p>numeracy is evident throughout the school.</p> <p>Students:</p> <p>Sort and analyze information from a variety of sources.</p> <p>Summarize and synthesize in order to understand what they read, hear and see.</p>
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Materials, Tools and Resources

<p>Act 1.1 Websites:</p>
<ul style="list-style-type: none"> ▪ Grade 10 Technology, Hospitality and Tourism Curriculum Document ▪ Any recipe or culinary website
<p>Act. 1.1 Publications:</p>
<ul style="list-style-type: none"> ▪ Culinary textbooks like On Cooking, Professional Baking, Professional Cooking.... ▪ Culinary magazines ▪ Any appropriate cookbook
<p>Act. 1.1 COMPUTER SOFTWARE</p>
<ul style="list-style-type: none"> ▪ Word Processing ▪ MS Publisher ▪ Internet
<p>Act. 1.1 HUMAN RESOURCES</p>
<ul style="list-style-type: none"> ▪ Guest Speakers: First Nations, Metis, Inuit guest speakers ▪ Special Education/Resource staff ▪ English Department Staff ▪ School, Board or community computer technician ▪ Librarian
<p>Act. 1.1 OTHER</p>



- Board computer policies
- Local chefs and restaurateurs
- Local farmers and artisan producers
- The school's green Industries gardens
- Co-op placement mentors

Act. 1.1 APPENDICES

- Appendix A: Exemplar Gingerbread Standardized Photo Recipe / <https://drive.google.com/open?id=0Bx17TVzfircXQjhabzhJVGR5OFE>
- Appendix B: Exemplar Cheesecake Standardized Photo Recipe / <https://drive.google.com/open?id=0Bx17TVzfircXYzNNMUVPVHJaYnM>
- Appendix C: Photo Essay Assignment with Planning Sheet / <https://drive.google.com/open?id=0Bx17TVzfircXa1R2RXdNMXF2X3M>
- Appendix D: Photo Recipe Template MS Publisher / <https://drive.google.com/open?id=0Bx17TVzfircXOTIYSV9sZklGbDA>
- Appendix E: Standardized Recipe Form MS Word / <https://drive.google.com/open?id=0Bx17TVzfircXSkdCSFB1UXp5R28>

Act 1.2 Kitchen Organization and Cooking

Activity Description:

In this activity the student teams gain access to the kitchen facility with the completion of research, the planning page and a full working recipe. Students will collect all their ingredients and equipment and begin preparing and completing their cooking. As they progress through the cooking/baking process they will take photos of each essential step. Photos include; the equipment needed, all the ingredients measured as used in the recipe, each essential step in the process and the finished dish. Students are expected to follow safe and sanitary food preparation techniques. Students are expected to prepare and maintain a clean and sanitary work station following kitchen guidelines to control ergonomic, chemical, physical and biological hazards. Emphasis is placed students demonstrating workplace, transferable skills. The completed photos and working recipe will be used to create a final standardized photo recipe.

Minds On (Engaging Prior Knowledge)

Act 1.2 PRIOR KNOWLEDGE	CONNECTIONS
<p>Prior Knowledge Required; The student will have:</p> <ul style="list-style-type: none"> ▪ group work skills; ▪ skills in cooperative learning techniques (effective interpersonal skills) and an understanding of personal responsibilities and 	<p>Teacher Tips</p> <p>It may be a good idea to create diagnostic assessment tools to determine specific prior knowledge. This could include a simple</p>



<p>commitment required for group activities</p> <ul style="list-style-type: none"> Completed safety and sanitation training Understanding of kitchen organizational practices including mise en place collection, setting a safe work space, hot equipment handling, cross contamination hazards, safe temperature control.... Taking snap shot pictures with a cell phone, tablet or digital camera and transferring them to computer files respect for the safety, rights, responsibilities and contributions of self and others 	<p>questionnaire, defining technical terms, sketching exercises, etc.</p> <p>Numeracy Connections "Leading Math Success" Provide access to appropriate classroom resources, especially manipulatives, calculators, graphing calculators, and software;</p> <p>-Post Imperial and Metric measurement conversion charts throughout the class -Print conversion charts for students notes -Create measuring stations with scales, measuring spoons and cups and conversion calculators</p>
<p>Act 1.2 PLANNING NOTES</p>	<p>CONNECTIONS</p>
<ul style="list-style-type: none"> Prior to beginning this activity students must have completed research, planning notes/sheet and a working recipe written on a standard recipe form. Research includes the background theory that supports completion. For example if a student is making mayonnaise they should understand what an emulsion is, how emulsifiers like egg yolks and mustard work, what to do if an emulsification breaks, how to fix it, safe temperature control of potentially hazardous foods and any other essential practical knowledge. Research also includes the culinary terminology essential to the process Appropriate quantities and accurate measures. Mass and metric measure are encouraged but both Imperial and Metric measure appear on the final photo recipe template. Students will have watched various videos that demonstrate their cooking process 	<p>Teacher Tips</p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility</p> <p>SEF Component 2 Classroom Leadership Connections</p> <p>Indicator 2.1 Collaboration with other teachers will inform instructional practices to meet the needs of students.</p> <p>TEACHER TIPS</p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility</p>

Action (Introduce or Extend Learning)

<p>Act 1.2 Instructional Strategies</p>	<p>Connections</p>
<p>Teacher:</p> <ul style="list-style-type: none"> Have students continue in their cooking teams of 2-3. Teacher may choose or modify the teams depending on individual strengths and weaknesses Remind students to collect all evidence of learning and save it including, recipes, pictures, artifacts... Review classroom/kitchen daily expectations 	<p>Teacher Tips</p> <p>It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility.</p> <p>Curriculum Connection</p>



- Review the tasks at hand, their safety hazards and best practices to meet the challenges of that day
- Review with students the various assignments being completed so they are exposed to greater learning
- Set check in points for groups to assess acceptable progress
- Review accurate measurement strategies. Ensure students do not confuse mass with volume.
- Have students explain in their own words the method of completion
- Ensure students set and maintain a safe work station
- Ensure fridge space is utilized effectively following safe food handling techniques.
- Ensure potentially hazardous foods are kept out of the danger zone
- Ensure equipment is good and safe operating condition.
- Ensure electrical lock-out guards are in place where needed
- Ensure ovens are preheated
- Ensure food is removed from ovens in time
- monitor progress and provide feedback frequently emphasizing collaborative and cooperative group efforts;

Student:

- Follow classroom expectations for working safely in a kitchen
- Collect all mise en place (all their preparations)
- Complete the cooking/baking process
- Communicate their needs of completion to the teacher (e.g. to remove foods from oven after the bell goes...)
- Take pictures of equipment and measure mise en place
- Take pictures of the critical steps as they complete the process
- Take a picture of the finished product as presented with garnishes
- Collect and save all documents and rough work including adjustments and changes for a full portfolio of work and evidence of learning
- Present a small portion of your finished product to the teacher as evidence of learning and completion
- Complete cleanup of their work station returning all equipment to it's correct location, turn off ovens, store food following professional techniques, assist colleagues and other team members as needed.
- Complete the photo standard recipe with the MS Publisher template
- Complete a self assessment rubric
- Send a digital version of the MS Publisher photo recipe to your teacher

Document Front Matter: Fundamental Technological Concepts

**SEF Component 2
Classroom Leadership
Connections**

Indicator 2.1 Collaboration with other teachers will inform instructional practices to meet the needs of students.

**Professional Learning
Communities Connection**

Learning teams provide teachers with opportunities to work together to identify challenges and discuss classroom strategies. Actively participating in these communities can help contextualize content. As an example, discuss principles and elements of design teaching strategies with the Art Dept.

**SEF Component 1-
Curriculum Connections**

Indicator 1.1:

Overall Expectations: A1, B1, C1, D1

Specific Expectations: A1.1, A2.1, A2.2, A2.3, A3.1, A3.2, A3.3

B1.1, B1.2, B1.3, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, C1.3, D1.2, D1.3, D1.4, D2.2, D3.6, D3.7, D3.8

**SafeDocs/SafeNet
Connections**

Literacy Connections

Developing and organizing ideas: have students use mind-mapping techniques when brainstorming ideas

Literacy Connections

Reflection journals

Act 1.2 Assessment and Evaluation

Connections



Assessment strategies in this stage include teacher observation and rubrics designed with the workplace skills from the Ontario Skills Passport.

Knowledge and Understanding

- Employs safe and correct equipment & food handling skills
- Identifies sanitation, health & safety issues and takes corrective action
- Utilizes resources that include time, materials, and equipment efficiently
- Recognizes procedures & production methods and follows them

Thinking and Inquiry

- Plans work & completes tasks on time
- Listens and follows directions with care
- Anticipates what must happen next and starts and finishes new tasks

Communications

- Meets workplace expectations including attendance, punctuality, uniform, appropriate language and conduct
- Presents a cooperative and respectful approach to the workplace
- Completes recipe forms & reports with care
- Does not; cause distractions, engage in pranks, contests, feats of strength and unnecessary running or rough conduct.

Application

- Safely and effectively manages tools & equipment including the workspace
- Works clean applying hospitality industry standards
- Completes the cooking and all demonstrated procedures with neatness, accuracy and care
- The student has demonstrated transferable & employable skills

Growing Success

Using checklists allow for assessment as learning, also have conversations with the student about their progress to keep the process transparent. Final evaluations should not occur until the student has had verbal feedback along the way – assessment as learning.

Growing Success

Assessment Categories
K (20%) T (20%), C (20%), A(40%)

Ontario Skills Passport / Work Habits

The OSP also includes a section on work habits, since it is important for everyone in the workforce to have good work habits as well as the appropriate skills.

Work habits are the foundation for learning and progressing and essential to students in a classroom kitchen. Students will need to practice safe work habits, teamwork and co-operation, reliability, organization, independence, initiative, self-advocacy, customer service and entrepreneurship.

The OSP work habits are directly connected to the hospitality curriculum and embedded in classroom expectations and assessment rubrics

DI TIPS

Consider weighting summative activities according to destination (i.e., weigh the application higher for trade/college bound students...T/I & C higher for university bound students)

SEF Component 1 Assessment for, as and of Learning Connections

Indicator 2.2- Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners

Assessments will include communications, observation, performance assessment, reflection, conferencing and tests/quizzes.



	<p>Assessment tools will include marking schemes for the activities, rubric assessments, tests, checklists and anecdotal comments.</p> <p>input, through the reflection papers will help refine instruction to improve student learning</p>
<p>Act. 1.2 Accommodations</p>	<p>Connections</p>
<ul style="list-style-type: none"> ▪ Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations. ▪ accommodations are to be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity or race. Teachers foster a positive atmosphere accepting of individual's uniqueness, values, and needs. ▪ Teaching Strategies for students with special needs may include: <ul style="list-style-type: none"> ▪ grouping cooking teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses; ▪ providing a list of topics and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors; ▪ Allowing students to choose their own learning goal/recipe at their own personal interest and ability ▪ pairing experienced students with those who are not yet familiar with the techniques. Some students have obtained knowledge of drawing techniques in previous art and/or technology courses. ▪ having students enhance their work with additional garnishes or preparations. ▪ Completing plate presentations using additional techniques. 	<p>DI TIPS</p> <p>Challenge students by having them prepare for and write the Regional Sanitation Exam. The preparation will need to be completed independently.</p> <p>Guiding Principles of the Equity and Inclusive Equity and inclusive education:</p> <ul style="list-style-type: none"> • is a foundation of excellence; • meets individual needs; • identifies and eliminates barriers; • promotes a sense of belonging; • involves the broad community; • builds on and enhances previous and existing initiatives; • is demonstrated throughout the system.

Consolidation & Connections (Provide Opportunities for Reflection)

<p>STANDARD PHOTO RECIPE WRITING AND PORTFOLIO PRESENTATION</p>	<p>CONNECTIONS</p>
<p>Students must collect all portfolio pieces including recipes, planning sheets, video web sites, digital photos and any</p>	<p>SEF Indicator 4.2 A clear emphasis on high levels of</p>



<p>adaptation, improvements or best practices that they have initiated. Student will have completed an artifact of some prepared food which is presented to the teacher and other stakeholders with reflective feedback.</p>	<p>achievement in literacy and numeracy is evident throughout the school.</p> <p>Students:</p> <p>Sort and analyze information from a variety of sources.</p> <p>Summarize and synthesize in order to understand what they read, hear and see.</p> <p>SEF Component 2 Classroom Leadership Connections</p> <p>Indicator 2.2- input, through the reflection papers will help refine instruction to improve student learning</p> <p>Literacy Connections</p> <p>Developing and organizing ideas: have students use mind-mapping techniques when brainstorming ideas</p>
<p>Act. 1.2 EXIT CARD</p>	<p>CONNECTIONS</p>
<p>Have students fill out exit cards on days where lessons are delivered. Be sure questions are broad in nature but specific enough to measure student learner.</p> <p>Prepare half-slips of paper with typed questions or write questions on the whiteboard for students to answer.</p> <p>Have students complete exit cards during the final 5 minutes of the class period. Since exit cards must be turned in before students leave class, it is best if the prompts are specific and brief. Often they refer directly to the content that was studied, but they can also be general in nature such as:</p> <ul style="list-style-type: none"> ▪ List three things you learned in class today. ▪ What questions, ideas and feelings have been raised by this lesson? ▪ What was your favorite moment of class? Why? What was your least favorite part of class? Why? ▪ Evaluate your participation in class today. What did you do well? What would you like to do differently next time 	<p>DI Connections</p> <p>The student completes and exit card to demonstrate their learning. This will provide an informal measure of how well students understood design concepts. Teaching strategies may need to be changed based on student feedback</p>



Materials, Tools and Resources

Act. 1.2 Websites:

- Grade 10 Technological Hospitality and Tourism Curriculum Document
- Ontario Skills Passport <http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml>
- OCTE Safe Docs / SafetyNet <http://www.octe.on.ca/>

Act. 1.2 Publications:

- Culinary textbooks like On Cooking, Professional Baking, Professional Cooking....
- Culinary magazines
- Any appropriate cookbook

Act. 1.2 COMPUTER SOFTWARE

- Word Processing
- MS Publisher
- Internet

Act. 1.2 HUMAN RESOURCES

- Guest Speakers: First Nations, Metis, Inuit guest speakers
- Special Education/Resource staff
- English Department Staff
 - School, Board or community computer technician
 - Librarian

Act. 1.2 OTHER

- Board computer policies
- Local chefs and restaurateurs
- Local farmers and artisan producers
- The school's green Industries gardens
- Co-op placement mentors

Act. 1.2 APPENDICES

- Appendix F: Rubric / Teacher Classroom Observation / OSP Work Skills / <https://drive.google.com/open?id=0Bx17TVzfircXLXNpdXAxeTlya1E>

Act 1.3 Standard Recipe Writing & Portfolio Presentation



Activity Description:

In this activity students will consolidate all their research and photos into a standardized recipe template. Students will be asked to present their standard photo recipe, portfolio of rough work and a self assessment rubric. Students will also send a digital version of their completed photo standardized recipe to the teacher.

Act 1.3 Criteria and Instructions

The Portfolio Will include:

- A standardized photo Recipe
- The learning Goal. Information paragraphs with as many points as necessary to explain the essence of the culinary process/technique
- A list of culinary terminology essential in the completion of the technique (with definitions)
- A recipe analysis from your 3 recipes
- Three related recipes from different sources. At least one example must come from a culinary book or textbook.
- At least one YouTube video address that demonstrates the recipe/technique?
- A full standardized recipe with ingredient specifications and amounts in metric and imperial units completed on a standard recipe form.
- A full method of preparation with logical step by step instructions
- A list of tools and equipment necessary to complete the technique.
- A digital version of the photo standardized recipe sent to the teacher's files.
- A self assessment rubric

Minds On (Engaging Prior Knowledge)

Act 1.3 PRIOR KNOWLEDGE	CONNECTIONS
<p>Prior Knowledge Required; The student will have:</p> <ul style="list-style-type: none"> ▪ group work skills; ▪ skills in co-operative learning techniques (effective interpersonal skills) and an understanding of personal responsibilities and commitment required for group activities; ▪ intermediate skills in word processing used for MS word and MS publisher ▪ respect for the rights, responsibilities and contributions of self and others; 	<p>Teacher Tips</p> <p>It may be a good idea to review report format and specific word processing features. E.g., inserting tables, headers, footers, cover page, etc.</p>
Act 1.3 PLANNING NOTES	CONNECTIONS
<ul style="list-style-type: none"> ▪ Check all recommended resources prior to beginning lessons and activity. ▪ Ensure students are familiar with MS Publisher 	<p>Teacher Tips</p> <p>It is recommended that all resources be posted to your board collaboration</p>



<ul style="list-style-type: none"> ▪ Ensure students have access to digital versions of the recipe template ▪ Ensure students have print credits ▪ Be sure that all computers are in working order and that the Internet access is available. ▪ Check school WiFi for accessibility. ▪ Review all activities and prepare all resources (handouts, and materials) necessary for the delivery of content. ▪ If using collaboration software, be sure that all posts are updated and ready for student interaction. 	<p>system to avoid too many handouts and to ensure full accessibility.</p> <p>This activity is ideal for allowing students to use their own personal devices in their research.</p>
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Action (Introduce or Extend Learning)

Act 1.3 Instructional Strategies	Connections
<p>Teacher:</p> <ul style="list-style-type: none"> ▪ Describe the final expectation of recipe completion and portfolio presentation ▪ Discuss the link with the grade the 11 course and further self directed learning opportunities in hospitality and tourism. ▪ Describe what students have learned and how these skills are transferable to the workplace. ▪ Describe what students have learned and how these skills are preparing them for post secondary education and lifelong learning. ▪ Describe the attributes, attitude and skill sets needed for a profession in hospitality or the culinary arts ▪ Discuss next steps, post secondary opportunities, workplace opportunities, SHSM, Co-operative education, dual credit programs... <p>Student:</p> <ul style="list-style-type: none"> ▪ Complete the MS publisher recipe template with learning goal, final recipe, research and photos. ▪ Ensure your standard recipe has a full method of preparation and the measures are accurate and precise. ▪ Refer to some exemplars of standardized photo recipes as a guide to completion ▪ Be sure that you have access to computers and print credits available ▪ Follow the checklist on the rubric to submit a full portfolio of work ▪ Send a digital version of your standard photo recipe to your teacher ▪ Each student completes a self assessment rubric of their input and evidence of participation and learning 	<p>SEF Component 1 Assessment for, as and of Learning Connections</p> <p>Describe what students are expected to learn. Provide students a clear vision of where they are going</p> <p>Literacy Connection</p> <p>Reading (research) Strategy: Engaging in Reading</p> <ul style="list-style-type: none"> ▪ Sorting Ideas Using a Concept Map can be used in documenting their research on themes and styles ▪ 'Making Notes' strategy is applicable for this activity <p>SEF Indicator 5.2</p> <p>Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.</p> <p>In the classroom:</p> <ul style="list-style-type: none"> • Authentic tasks and experiential learning enable students to apply subject-specific knowledge and skills to work-related situations, explore subject-related education and career/life options and become competent, self-directed planners. • Planned and purposeful experiential learning tasks, either individually, in small groups or as class projects, help students



<ul style="list-style-type: none"> Organize your cooking teams portfolio into a concise and carefully arranged package for assessment including rubrics 	<p>develop self-knowledge and opportunity-awareness.</p> <p>Students:</p> <ul style="list-style-type: none"> Discover strengths, refine and pursue their interests and aspirations. Demonstrate understanding of the relationship between what they are learning, why they are learning it and how it connects to their lives. Are able to set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations.
<p>Act 1.3 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Follows kitchen procedures Follows culinary process <p>Thinking and Inquiry</p> <ul style="list-style-type: none"> Anticipates what must happen next Starts and finishes new tasks <p>Communications</p> <ul style="list-style-type: none"> Completes forms and reports with care Listen and follows directions with attention to details <p>Application</p> <ul style="list-style-type: none"> The student demonstrates industry standards of safety and sanitation The artifact/food was appetizing and edible The students has demonstrated transferable workplace skills <p>Assessment Tools:</p> <ul style="list-style-type: none"> Portfolio of completion Rubric 	<p>Growing Success Assessment Categories K (20%) T (20%), C (20%), A(40%)</p> <p>DI TIPS</p> <p>Students use a checklist to self-assess their work, based on previously established criteria.</p> <p>DI TIPS</p> <p>Encourage students to complete tasks in class under teacher supervision however if students have difficulty then allow the assignment to be completed at home. Students must take pictures for the recipe document and submit their portfolio as evidence of learning.</p> <p>SEF Component 1 Assessment for, as and of Learning Connections</p> <p>Indicator 2.2- Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners</p> <p>Assessments will include communications, observation, performance assessment, and conferencing .</p>
<p>Act 1.3 Accommodations</p>	<p>Connections</p>



<ul style="list-style-type: none"> ▪ Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations. ▪ Teaching Strategies for students with special needs may include: <ul style="list-style-type: none"> - grouping cooking teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses; - providing a list of designs and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors; - pairing experienced students with those who are not yet familiar with the techniques. - Removing some expectations to help student complete tasks 	<p>SEF Connections</p> <p>Accommodations are to be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity or race. Teachers foster a positive atmosphere accepting of individual's uniqueness, values, and needs.</p>
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Consolidation & Connections (Provide Opportunities for Reflection)

<p>Act 1.3 FINAL SELF ASSESSMENT RUBRIC</p>	<p>CONNECTIONS</p>
<p>Students will complete a self assessment to reflect on their performance on the overall project. Students reflect on what went well, what needed improvement and what would be the next step to improvement.</p>	<p>SEF Component 2 Classroom Leadership Connections</p> <p>Indicator 2.2- input, through the reflection papers will help refine instruction to improve student learning</p>

Materials, Tools and Resources

<p>Act 1.3 Websites:</p>
<ul style="list-style-type: none"> ▪ Grade 10 Technology, Hospitality and Tourism Curriculum Document ▪ Any recipe or culinary website
<p>Act. 1.3 Publications:</p>



- Culinary textbooks like On Cooking, Professional Baking, Professional Cooking....
- Culinary magazines
- Any appropriate cookbook

Act. 1.3 COMPUTER SOFTWARE

- Word Processing
- MS Publisher
- Internet

Act. 1.3 HUMAN RESOURCES

- Guest Speakers: First Nations, Metis, Inuit guest speakers
- Special Education/Resource staff
- English Department Staff
- School, Board or community computer technician
- Librarian

Act. 1.3 OTHER

- Board computer policies
- Local chefs and restaurateurs
- Local farmers and artisan producers
- The school's green Industries gardens
- Co-op placement mentors

Act. 1.3 APPENDICES

- Appendix G: Portfolio Checklist / Student Self Assessment Rubric / <https://drive.google.com/open?id=0Bx17TVzfircXa0pBUUp6RFFOY0k>
- Appendix D: Photo Recipe Template MS Publisher / <https://drive.google.com/open?id=0Bx17TVzfircXOTIYSV9sZklGbDA>