Curriculum Plan
for
Chester County Technical College
High School

Dr. Kirk Williard, Director
Mr. Michael J. Katch, Administrator on
Assignment/Principal

2015-2016

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Introduction

The Chester County Technical College High School opened in September 2008, as a joint venture of the Chester County Intermediate Unit and Delaware County Community College. The Technical College High School (TCHS) was Pennsylvania's first hybrid career technical high school/community college. The Most unique aspect of the TCHS is that it offers dual-enrollment classes for high school students that blend career and technical programs with associate degree college courses. Students in dual-enrollment programs can graduate with up to 30 college credits.

Since the opening of the TCHS, our two other campuses have become Technical College High Schools, TCHS-Brandywine in 2012 and TCHS-Pickering in 2013. The development of these TCHS's along with numerous initiatives and multiple campus administrators in the past 8 years, the focus on curriculum has not had a concentrated focal priority. With the advent of a new Career, Technical, and Customized Education (CTCE) Director and both Mr. Dave Purdy-Assistant Principal of TCHS-Brandywine and I are participating with the support of Dr.Kirk Williard in the New Director Academy PIL, we are proceeding with addressing the curriculum planning/mapping with a concentrated purpose that can be instituted for the 2016-17 school year.

Purpose

The purpose of this curriculum plan is to contribute an integrated and common model of which facilitates a purposeful, high quality, and effective curriculum plan and process. This ongoing process involves a cohort of teachers from both the TCHS-Pennock's Bridge campus and the TCHS-Brandywine campus. Mr. Dave Purdy is administrating the TCHS-Brandywine teacher curriculum cohort. The teacher cohorts consist of diverse group of teachers in both their years of teaching and their pedagogical/technology skills. As a result of this curriculum initiative project, TCHS administration and instructors have been developing this curriculum plan. Through our meetings and conferences, the overwhelming consensus is that a well-founded curriculum is imperative for student achievement and

faculty growth, professional quality instruction, and completes a well-constructed educational institution. This curriculum plan will provide our TCHS campuses and teachers with a uniformed model with examples, so their preparation/planning and instruction will be of the highest quality to all of our students. In addition, the integrated approach of administration and instructors as outlined in the curriculum initiative project, acknowledges the expectations of all when evaluating the instructor's effectiveness in the planning and preparations relative to their professional growth and responsibilities, instructor supervision, and instructor evaluation.

Process and Participants

Preparations for this curriculum initiative project began in November-2016, after the New Director Academy. The TCHS-Pennock's Bridge campus Instructors that volunteered for the Curriculum Planning Cohort were the following:

Virginia White, Health Career Academy, 8th year teacher

Jacqueline Butcher-Jones, Cosmetology, 30th year teacher

Andrea Fitzgerald, Cosmetology, 3rd year teacher

Bart Heagy, HVAC/R, 8th year teacher

Phil Fuchs, Computer Information Systems, 18th year teacher

Liz DiSabatino, Animal Science, 4th year teacher

Dan Dietrich, Culinary Arts, 9th year teacher

Also participating on the committee were Mr. Michael Katch, Administrator on Assignment/Principal, and Dr. Kirk Williard, Director. The Committee met in November 2015 to discuss the need for a curriculum plan and additional instructional materials to facilitate a uniformed model amongst the three TCHS campuses to compliment their preparation/planning and instruction, increase student rigor, relevance, and achievement. In addition, the professional expectations for instructors by administration were agreeably communicated relative to both instructor supervision and teacher evaluation. The Committee continues to meet monthly and will continue into the 2016-17 school year to both further develop the Curriculum Plan.

The Curriculum Initiative Project Plan will be on-going and include the TCHS-Brandywine campus and with TCHS-Pickering cohort joining in 2016-17 school year. As models/templates are revised, staff will be provided both in-service and examples. As not to stifle creativity and continuous development, it ma be determined that other models/templates could be submitted for planning and preparation. This Curriculum Plan in this project is just one that will be piloted. The Instructors in the cohort will be providing additional examples of planning and preparation that will be reviewed by the all TCHS campus cohorts and administration for viability, consistency, and meeting the requirements of the plan.

At this point, The Curriculum Initiative Project Plan has been shared with the administration of the TCHS-Pennock's Bridge Campus, TCHS-Brandywine Campus, a Sending School Administrator and the CTCE Director. The above-mentioned have also provided valuable input.

Glossary of Terms

Career Education and Work Standards (CEW) – Located at http://pacareerstandards.com/, the Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. The Career Education and Work Standards address four areas of knowledge: Career Awareness and Preparation, Career Acquisition (Getting a Job), Career Retention and Advancement, and Entrepreneurship

Competency - A complete sentence that indicates the conditions under which a student will perform a task, the statement that identifies the task, and the expected level of performance of that task that demonstrates mastery. See the Curriculum Plan for examples of competency statements.

Cycle of Inquiry – The process of collaboratively examining data, framing questions, implementing instructional changes, examining the new data and continuing this process for ongoing improvement.

Documentation Year: Teacher assembles evidence of professional growth and writes new IPDP. Teacher and Administrator meet to review evidence of professional growth, new IPDP.

Formal Observation – Pre-scheduled observations of a teacher's work, with clear objectives and goals. These result in written summary reports.

Formative Assessment – The process of self and peer assessment for the purpose of on-going professional growth.

Essential Question – The significant learning that the student should have at the conclusion of a lesson posed in the form of a question, such as "How do the procedures for using oil- and water-based paints differ?" or "What symptoms might a patient present to indicate a diagnosis of diabetes?"

Individual Professional Development Plan (IPDP) – The plan developed by the teacher for the purposes of participating in a Differentiated Supervision Plan.

Informal Observation – Scheduled or unscheduled observations of a teacher's work. Informal Observations should be followed up with written documentation to the teacher. These do not require a pre- or post-observation conference, but written documentation of what was observed should be provided to the teacher.

Improvement Plan – A plan developed by an administrator for purposes of helping a teacher with current documentation of unsatisfactory performance.

Lesson Plan – See the Curriculum Plan for a sample lesson plan; a series of components that describe the content being taught, how it is being taught and learned, and how it is being assessed.

Mentor – A trained teacher who assists teachers new to the school or new to teaching.

Non-teaching Professional – A certified professional who has responsibilities that do not include planning instruction aligned to their area of certification, delivering instruction, and assessing

instruction, or who does so infrequently enough that it is not considered a significant position assignment. Examples include school counselor, academic integration coach, our special education resource people.

Peer Coaching – A collaborative process where two teachers study each other's work for the purpose of providing non-judgmental feedback, and learning from each other.

Peer Observation – An informal process where a peer observes a teacher's classroom to provide non-judgmental feedback for the purpose of improving classroom instruction.

Pre-Observation Conference – A conference between the teacher and administrator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

Post-Observation Conference – A conference between the teacher and administrator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

Professional Goals – Improvement goals for the evaluation cycle developed by the teacher and approved by the administrator.

Professional Evidence – Evidence developed and maintained by the teacher to support his/her professional growth and attainment of goals set in his/her professional development plan. This may be the same evidence used for the teacher's Individual Professional Development Plan. Professional Evidence is also used for the purpose of evaluation.

Program of Study (POS) – The series of minimum knowledge and skills that comprise a career and technical program area as defined by the Pennsylvania Department of Education, Bureau of Career and Technical Education. See the Curriculum Plan for sample POS task lists.

Reflection – The thoughtful analysis of the various aspects of teaching, including how well the students learned the lesson, with subsequent ideas on how to further improve one's professional practice.

Rubric – A scoring guide that includes criteria and performance descriptions at different levels on each domain.

Self – Assessment – A comprehensive reflective statement written by the teacher which assesses the teacher's attainment of goals established in his/her professional development plan, according to the rubrics.

Summative Evaluation – A document written by the administrator that includes a description of performance based on the domains and a summary of professional growth and development as evidenced by progress towards, or attainment of established professional development goals. The summative evaluation will be written at the conclusion of the evaluation cycle for both new and veteran teachers.

Task – A statement of what the student will know or do to demonstrate understanding. Tasks are normally taken directly from the Program of Study (POS) task list approved and provided by the PDE. See the Curriculum Plan for sample POS task lists.

Teaching Professional – A certified teacher who plans lessons aligned to their area of certification, provides direct instruction, and assesses instruction against approved standards. Examples includes all career and technical classroom teachers, all academic teachers with students on an assigned roster, our cooperative education coordinator (teaches weekly lessons), and our career counselor (assigned to the school districts to provide direct instruction to students regarding the CEW standards).

Education ABCs

AAC	Augmentative/Alternative Communication
ABA	Applied Behavior Analysis
ADA	Americans With Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AIM	Accessible Instructional Materials
ALD	Assistive Listening Device
APS	Approved Private School
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
AVTS	Area Vocational Technical School
AYP	Adequate Yearly Progress
BEC	Basic Education Circular
BIP	Behavior Intervention Plan
BSE	Bureau of Special Education
CAO	Chief Administrative Officer
CART	Computer Aided Real-time Translation
CASSP	Child & Adolescent Service System Program
CAVP	Corrective Action Verification Plan
CBA	Curriculum-Based Assessment
CDT	Classroom Diagnostic Tools
CERC	Corrections Education Records Center
CFR	Code of Federal Regulations
COP	Communities of Practice
CTC	Career and Technical Education Center
CTE	Career and Technical Education
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DPW	Department of Public Welfare

EBR	Educational Benefit Review
ED	Emotional Disturbance
EI	Early Intervention
EIPA	Educational Interpreter Performance Assessment
EITA	Early Intervention Technical Assistance
ELL	English Language Learners
EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ER	Evaluation Report
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
IAES	Interim Alternative Educational Setting
ICC	Interagency Coordinating Council
ID	Intellectual Disability
IDEA	Individuals With Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IU	Intermediate Unit
LEA	Local Educational Agency
LEP	Limited English Proficiency
LICC	Local Interagency Coordinating Council
LRE	Least Restrictive Environment
LTCC	Local Transition Coordinating Council
LTF	Local Task Force
MA	Medical Assistance
MAWA	Mutually Agreed Upon Written Arrangement
MOU	Memorandum of Understanding

MR/DD	Mental Retardation/Developmental Delay
NCLB	No Child Left Behind
NISL	National Institute for School Leadership
NOREP	Notice of Recommended Educational Placement
O & M	Orientation and Mobility
OCD	Obsessive Compulsive Disorder
OCDEL	Office of Child Development and Early Learning
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
ODHH	Office for the Deaf and Hard of Hearing
ODR	Office for Dispute Resolution
OHI	Other Health Impairment
OI	Orthopedic Impairment
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
OVR	Office of Vocational Rehabilitation
PASA	Pennsylvania Alternate System of Assessment
PaTTAN	Pennsylvania Training and Technical Assistance Network
PDD	Pervasive Developmental Disorder
PDD-NOS	Pervasive Developmental Disorder – Not Otherwise Specified
PDE	Pennsylvania Department of Education
PIMS	Pennsylvania Information Management System
PSSA	Pennsylvania System of School Assessment
PT	Physical Therapy
PWN	Prior Written Notice
PVAAS	Pennsylvania Value Added Assessment System
RR	Reevaluation Report

RtII	Response to Instruction and Intervention
SAS	Standards Aligned System
SaS	Supplementary Aids and Services
SBBH	School Based Behavioral Health
SDI	Specially Designed Instruction
SEA	State Educational Agency
SEAP	Special Education Advisory Panel
SICC	State Interagency Coordinating Council
SLD	Specific Learning Disability
SLP	Speech/Language Pathologist
STF	State Task Force
STL	Short-Term Loan
SWPBIS	School wide Positive Behavior Intervention and Supports
TBI	Traumatic Brain Injury
TIMS	Teacher Information Management System
TSS	Therapeutic Staff Support
UDL	Universal Design for Learning
VI	Visual Impairment

CAREER AND TECHNICAL ALPHABET SOUP
MJK

PDE- Pennsylvania Department of Education
CTE- Career and Technical Education
CATS- Center for Arts and Technical Studies
TCHS- Technical College High School
ESC- Educational Service Center
CDC- Career Development Center
IU- Intermediate Unit
OCA- Occupational Competency Assessment
COE- Council Of Educators review
OAC- Occupational Advisory Committee
POS- Program Of Study
LS- Learning Support
SOAR- Students Occupationally and Career Ready
NOCTI- National Occupational Competency Testing Institute
PSSA- Pennsylvania System of School Assessment
HPO- High Priority Occupation
CIP CODES- Classification of Instructional Programs Codes
SOC CODES- Standard Occupational Classification Codes
ELL- English Language Learners
ESL- English as a Second Language
IEP- Individual Education Plan
HOSA- Health Occupations Students of America
FFA- Future Farmers of America
PACTA- Pennsylvania Association of Career and Technical Administrators
PACTESP- Pennsylvania Association of Career and Technical Education Special Populations
WIB- Workforce Investment Board
LPN- Licensed Practical Nurse
HVAC/R- Heating Ventilation Air Conditioning and Refrigeration
ACT- Automotive Collision Technology
CIS- Computer Information Science
ECE- Early Childhood Education
FEMA- Federal Emergency Management Agency
PEMA- Pennsylvania Emergency Management Agency
NIMS- National Information Management System
NATEF- National Automotive Technician's Education Foundation
ACF- American Culinary Foundation
CDA- Child Development Associate
CNA- Certified Nursing Assistant
NAPE- National Alliance for Partnership in Equity
RTI- Response To Intervention

SAP-Student Assistance Program
PSERS-Pennsylvania State Employees Retirement System
PSEA- Pennsylvania State Education Association
Coop- Cooperative education experience
NTHS- National Technical Honor Society
IT- Information Technology
STEM-Science,Technology,Engineering, and Math
TAP-Technical Assistance Program

Course Syllabi

A course syllabus is an outline and summary of the topics to be covered in the program course. It is descriptive and provides information about the course including but not limited to: Course Content, Course Materials/Uniforms, Course Policies, Grading Policies and Assessment, Certifications, and Expected Course Outcomes. A sample of a course Syllabus from the TCHS Culinary program is included in this project. All TCHS CTE program offerings have a course syllabus. TCHS CTE program course syllabi are reviewed and updated annually.

Instructors: Daniel Dietrich
Nichole Sheridan
610-345-1800x2046
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Technical College High School
Culinary Arts, Baking Techniques and Restaurant Management

Course Description

This program provides students with skills for the creative and rewarding food service industry. The students are involved in operating a restaurant that is open to the public. Graduates of the program may choose to continue their education with advanced standing in college and other post-secondary programs or they may seek employment in entry-level culinary, baking and management positions.

Instructional Philosophy

Each student has the right to be educated to the best of his or her ability. We attempt to provide all students with the most appropriate educational opportunities available. It is incumbent upon all vocational educators to prepare each student with competency-based individualized instruction for gainful and meaningful employment.

Course Content (aligned to standards)*

- Basic Cooking Techniques
- Basic Baking and Pastry Techniques
- Customer Service
- Kitchen and Food Safety
- Sanitation

Course Materials

- Proper Uniform- Chef Jacket, Chef Pants, Apron, Chef Hat, Slip Resistant Black Shoes, School Issued ID Badge
- Workbook
- Journal
- Notebook including recipes
- Pen/Pencil
- Textbook: Introduction to Culinary Arts
- Serv-Safe Coursebook

Course Policies

- Classroom expectations
  -Follow class rules
  -Be prepared for class
  -Follow personal hygiene rules
  -Complete work on time
  -Practice good manners and social graces
- Late Work/ Make Up Work
  - Student must make up work within three days of the missed assignment
- Absence Procedure
  -Absent note must be brought within three days of absence
  -Student responsibility to make up missed work

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Technical College High School
Culinary Arts, Baking Techniques and Restaurant Management

The course is divided into three levels/years.

Level 1
Sanitation
Kitchen Safety
Food Service Equipment
Knives and Smallware
Using Standardized Recipes
Seasonings and Flavorings
Teamwork Skills
Cooking Methods

Level 2
Breakfast Foods
Garde Manger
Sandwiches, Appetizers and Hors d'Oeuvres
Fruit and Vegetables
Grains, Legumes and Pasta
Stocks, Sauces and Soups
Fish and Shellfish
Meat and Poultry
Serv-Safe Course

Level 3
Yeast Breads, Rolls and Pastries
Quick Breads
Desserts
Working in a Restaurant
Menu Development and Planning
Nutrition
Business Operations of a Restaurant
Serv-Safe Course

Grading Policy & Assessment
- Skills 40%
- Citizenship 30%
- Daily Participation/ Test & Quiz 30%
  Mid-Term and Final Exam
  NOCTI Score (Senior year test with at least 6 marking periods of class)
  Serv-Safe Certification

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Technical College High School

Culinary Arts, Baking Techniques and Restaurant Management

Expected Course Outcomes

- Describe the relationship between personal hygiene and the spread of disease in a food service organization
- Trace the flow of food from delivery, through storage and preparation for the customer
- Explain the nature of various microorganisms and their requirements for growth in food
- Identify safe cooking procedures, critical control points, and practices utilizing the HACCP system
- Describe the various regulatory agencies and their specific responsibilities to the assurance of safe food handling practices
- Explain the safe use of cleaning agents, Material Safety Data Sheets (MSDS) sheets and how to safely store cleaning agents in a food production facility
- Identify and utilize standard baking ingredients in a variety of recipes
- Demonstrate competency in measuring and measurements
- Explain the basic functions of the primary ingredients found in the bakeshop
- Execute a variety of yeast and quick bread formulas
- Execute a variety of pie and cookie formulas
- Set up a proper work station and participate in returning the kitchen to its standard condition
- Execute a series of knife cuts using the proper safe knife handling methods
- Execute and season a variety of foundation dishes
- Define, utilize and convert standard American weights and measures
- Identify and use herbs, spices, oils, vinegars and marinades
- Practice safe and sanitary food handling techniques
- Describe the current United States Department of Agriculture Food Guide Pyramid and the accompanying dietary guidelines
- Explain the recommended dietary allowances, the functions of and best sources of the major nutrients
- Identify the major food allergies
- Discuss the basic menu planning principles, layout and design
- Create a menu using the principles of sound nutritional practices
- Accurately scale ingredients and adjust formulas utilizing baking formula conversions
- Prepare a variety of cakes utilizing various mixing, panning and baking methods
- Describe the properties and functions of various ingredients used in the production of pastry items
- Prepare a variety of pastry dough's, dessert sauces, fillings, toppings and garnishes
- Prepare and present a plated dessert utilizing the productions techniques presented in class

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Technical College High School

Culinary Arts, Baking Techniques and Restaurant Management

- Describe the importance of the customer service principles and their relationship to the dining experience
- Explain the French, Russian, English and American styles of table service
- Execute a variety of sandwich recipes with appropriate side items.
- Practice the service sequence from greeting to payment in a simulated service environment
- Describe the various grapes used in wine production and the major wine production regions of the world
- Explain the basic fermentation process used in the production of wine
- Demonstrate continued development of effective and sound work practices, including knife skills, personal and kitchen organizations skills.
- Prepare a wide variety of dishes representing different ethnic cuisines
- Prepare and deliver a lecture on a selected international cuisine
- Lead the class in the preparation of a selected international cuisine

Technical College High School
Culinary Arts, Baking Techniques and Restaurant Management

Student Signature

Date

Parent's Signature

Date

Parent's Email Address and Daytime Phone Number

Curriculum mapping is a process for collecting and recording curriculum, content taught, processes employed, and assessments used for each subject area and grade level. The completed curriculum map then becomes a tool that helps instructors keep track of what has been taught and plan what will be taught.

The purpose of a curriculum map is to document the relationship between every component of the curriculum. It allows educators to review the curriculum by but not limited to: checking for unnecessary redundancies, inconsistencies, misalignments, weaknesses, helps identify opportunities for integration among disciplines, and identifies what students have learned, allowing educators to focus on building on previous knowledge. Included in this project is a sample of a curriculum map developed by TCHS-Pennock's Bridge Cosmetology program.

Cosmetology/Cosmetologist
Classification of Industrial Programs 12.0401

Level I – any student not previously enrolled in cosmetology with less than 450 hours

Unit Title	PDE Tasks	Days	Hours
History & Career Opportunities		3	7.5
Life Skills	202	3	7.5
Professional Image	202	4	10
Communicating For Success	203	3	7.5
Infection Control	101 - 104	5	12.5
Properties Of The Hair & Scalp	601, 602, 603	5	12.5
Scalp Care, Shampooing, & Conditioning	1101 – 1103, 2101 & 2102, 2201	5	12.5
Haircutting	103, 1201 – 1203,	20	50
Principles Of Hair Design	603, 1303,	7	17.5
Hairstyling	103, 1301 – 1308,	20	87.5
Nail Technology	103, 1901-1904, 1907 & 1908,	20	50
Braiding	103, 603, 1101, 1306	5	12.5
Hair Removal	103, 2001 & 2002	5	12.5
Basics of Electricity	1001 - 1003	5	12.5
Basics of Chemistry	701, 702, 705	5	12.5
Facials / Skin Care	103, 901, 1801 – 1804	5	12.5
Facial Makeup	103, 2301 – 2303	5	12.5
Haircolor	103, 1601- 1604	10	25
Business Skills & Employment	303	5	12.5
State Law	401	20	50
TCHS Portfolio		5	12.5
		180	**450**

Cosmetology/Cosmetologist
Classification of Industrial Programs 12.0401

Level II – students enrolled two years in cosmetology

Unit Title	PDE Tasks	Days	Hours
Safety		2	5
Infection Control	101 -104	5	12.5
Anatomy & Physiology	501 – 506 & 801 - 807	20	50
Haircutting	103, 203, 603, 1201 - 1206	10	25
Hairstyling	103, 1303, & 1306 – 1308, 1701, 2201 – 2202,	10	25
Skin Structures, Growth & Nutrition	501, 702, 705, 801, 803,	5	12.5
Skin Disease & Disorders	103, 801 & 901 - 902	5	12.5
Nail Structure & Growth	502, 702 & 705, 802	5	12.5
Nail Disease & Disorders	103, 802, 1908	5	12.5
Scalp Care, Shampooing & Conditioning	103, 602 & 603	5	12.5
Principles Of Hair Design	1303, 2201 - 2202	10	25
Facials	103, 901 & 902, 1801 - 1804	5	12.5
Facial Makeup	103, 2301 -2303	5	12.5
Hair Removal	103, 2002	5	12.5
Nail Tips & Wraps	103, 1901 – 1904 & 1906 - 1908	5	12.5
Acrylic Nails	103, 1901, 1902, 1906	10	25
Gels	103, 1901, 1902, 1906	10	25
Haircolor	103, 1601 -1606	20	50
Chemical Texture Services	103, 1401 – 1403, 1501 - 1502	20	50
Wigs & Hair Additions	103, 2203 - 2205	5	12.5
Pedicures	103, 1802, 1907 & 1908	5	12.5
Business Skills	201 – 203, 303	5	12.5
TCHS Portfolio			7.5
		180	450

Cosmetology/Cosmetologist
Classification of Industrial Programs 12.0401

Level III – students enrolled in cosmetology for three or more years

Unit Title	PDE Tasks	Days	Hours
Safety		2	5
Infection Control	101 - 104	5	7
Properties Of The Hair & Scalp	601-603	5	10
Basics of Chemistry	703-705	5	12.5
Chemical Texture Services – Basic & Advanced Techniques	103, 1401-1403, 1501 &1502	18	32.5
Hairstyling	103, 1301, 1307 & 1701,	20	50
Haircutting	103, 1201-1206	20	75
Manicuring	103, 1802, 1901 -1905	10	25
Pedicuring	103, 1802, 1901,1904, 1907,	10	25
Nail Enhancements	103, 1901 - 1906	5	12.5
Haircolor – Advanced Techniques	103, 603, 1101, 1601 - 1608	20	50
General Sciences	501 – 506, 701- 705, 801 – 805, 1001-1003	10	22.5
NOCTI Review Test Preparation	ALL TASK 101 – 2304	10	25.5
Preparing for Licensing	ALL TASK 101 – 2304	10	22.5
Salon Business	301 - 303	5	12.5
Employment, Law	201 – 203, 401	5	12.5
TCHS Portfolio	1202 – 1204 & 1206, 1301, 1303 – 1308, 1402, 1501, 1605 – 1608, 1701, 1803, 1903 & 1907, 2301-2304	10	25
		180	**450**

Learning Guides

Learning Guides are expected of all TCHS-CTE program instructors. TCHS provided in-service training and time over a three year period for our program instructors to create and implement a universal template that is used by all three TCHS's. All Program of Study tasks and course competencies are included in the Learning Guide. In addition, Academic Standards are noted on our Learning Guides. We are now adding to our Learning Guides tasks/competencies that are on the NOCTI test to our Learning Guides. Learning Guides are reviewed annually and revised as necessary.

Learning Guide Template

Task #1807

Task: Identify types of seafood and their market forms

Purpose-   Chefs need to be able to identify different types of seafood and their market forms.

Prerequisite Tasks- n/a

Performance Objective- The student will be able to identify different types of seafood and it's market forms with 90% accuracy.

Safety Factors- N/A

Resources and Materials: Introduction to Culinary Arts Text

Learning Activity:

- Read Section 15.1 (page 498-517)

- Define the Key Terms

- Answer Reviewing Concept and Critical Thinking Questions (1-7 on page 517) on a separate sheet of paper and turn in

- Complete the Test Kitchen on page 517

- Section 15.1 Quiz

- Read Section 15.2 (page 518-529)

- Define the Key Terms

- Answer Reviewing Concept and Critical Thinking Questions (1-7 on page 529) on a separate sheet of paper and turn in

- Complete the Test Kitchen on page 529

- Section 15.2 Quiz

Academic Standards:

R11.A.1.3.1: Make inferences and/or draw conclusions based on information from text.

R11.A.1.3.2: Cite evidence from text to support generalizations

R.11.A.1.6.2: Explain, describe, and/or analyze examples of text that support the author's intended purpose.

Evaluation

Completed Item	Student Signature	Teacher Signature
Read Section 15.1		
Define the Key Terms		
Reviewing Concept and Critical Thinking Questions 15.1		
15.1 Test Kitchen		
15.1 Quiz		

Read Section 15.2		
Define the Key Terms for 15.2		
Reviewing Concept and Critical Thinking Questions 15.2		
Complete 15.2 Test Kitchen		
15.2 Quiz		

Weekly Lesson Plans

All CTE instructors submit a Bi-Weekly Lesson Plan along with a communication log. Our instructors have to stay in communication with the parents/guardians of their students. This is a proactive approach to keep all stakeholders informed of their students progress, achievements and challenges. Bi-Weekly lesson plans are submitted on Thursdays. A sample bi-weekly lesson plan and communication log are included in this project.

LESSON PLAN
Technical College High School
280 Pennocks Bridge Road, West Grove, PA 19390

Name Ginny White

Area Health Career Academy

Week Starting 4/14 - 4/21

Theory for this week will include:

Duty Number	700; 100	1000; 1600	1800
Task Number	701-04; 112	1001-6; 1601-5	1803-5; 1821-23

Topical Title(s) L 1 Ch6 Employability, Health & Wellness Team Activities: Stock First Aid Kits/Safety Audits

L 2-Elimination, Med Term-Ch 14 Urinary System

L 3-Growth & Development:Adult-Old Age, A&P-Ch 17 Respiratory

Shop activities for this week will include:

Task Number	1001-1006	1203-1211	901-906; 801-804

Description of shop activities:

L 1&2-Bed Bath, Patient Movement, Bed pan, Urinal L 3-Skills Review. Clinical Visits @ Jenner's Pond

Instructional aide and supplies to be used: [X] White Board [X] SmartBoard

[X] Teacher Handouts [ ] DVD [x] Text Books [ ] COW [x] Learning Support

Home Work Assignment(s):

L1-Ch6 Employability complete chapter and workbook activities. Stock first aid kits. Complete program safety auditsL2-Elimination-read, complete outline, discussion,Ch 14 Urinary System-complete reading and activities; L3-Adult to Old Age Unit-Read assigned pages, fill in outline, discussion. A & P:Chapter17-

Respiratory System

Text and Curriculum	Fundamentals of Nursing, Anatomy and Physiology
	Health Careers Today, Medical Terminology
Safety Instruction (Note Topic)	General Classroom Safety, body mechanics, infection control
Assessment	Tests, Skills Evaluation, Class Discussion, quizes
Academic Standards	1.2.11A Read Critically in all content areas
	3.3.12A Biological Sciences
	1.6.11A Contribute to discussions

Date	Time	Contact	Comment
9/11/13	6:35 PM		PC to parent, welocome introduction. Parent requests to use phone and # listed in previous box. Parent has not questions/comments. Reviewed date for dual enrollment meeting. Parent & student invited to participate on the Perkins Committee. Parent agrees to attend.
9/11/13	6:55PM		Student never showed up to TCHS HCA program. Called home, message left.
9/11/13	6:58PM		Student never showed up to TCHS HCA program. Called home. Number in PS not in service.
9/11/13	7:23PM		Phone call to PS phone number. Unable to leave message.
9/16/13	7:30PM		Phone call to PS phone number. Number in PS is disconnected
9/16/13	7:35PM		Welcome phone call. Message left.
9/16/13	7:44PM		Welcome phone call. Message left.
9/16/13	7:45PM		Welcome phone call. Message left
9/16/13	7:50PM		Welcome phone call. Spoke to dad. No questions or concerns at this time.
9/23/13	4:55PM		Welcome phone call. Message left.
9/23/13	4:59PM		Welcome phone call. Message left.
9/23/13	5:03PM		Welcome phone call. Spoke with mother. No problems or concerns at this time.
9/23/13	5:10PM		Welcome phone call. Message left.
9/23/13	5:12PM		Welcome phone call. Message left.
9/23/13	5:14PM		Welcome phone call. Spoke with mother. No problems or concerns at this time.
9/23/13	5:20PM		Welcome phone call. Message left.
9/23/13	5:22PM		Welcome phone call. Spoke with mother. No problems or concerns at this time.
9/23/13	5:30PM		Welcome phone call. Message left.
9/23/13	5:33PM		Welcome phone call. Message left.
9/23/13	5:35PM		Welcome phone call. Spoke with mother. No problems or concerns at this time.
9/23/13	7:30PM		Phone call to mom. Student was concerned about grade in medical terminology. Message left.
9/24/13	7:40AM		Welcome conversation with mother. No problems, questions, or concens at this time.

Date	Time		Notes
9/24/13	3:45PM		Spoke to mother abou▮▮▮▮▮grade. Student wasn't calculating grade correctly. Explained grading to mother. Student currently has an 86 in Medical Terminology. Reviewed general success strategies with mother. Offered to set up a meeting but we will wait to see the results of the next test.
10/3/13	6:30PM		Welcome phone call. Spoke with mother. No problems or concerns at this time.
10/3/13	6:36PM		Wrong number
10/3/13	6:38PM		Phone call as followup to parent email. Reviewed student Intro to Nursing test grade of 68 with mother. Offered study and test taking strategies to increase success. Discussed student staying to long out of class a recently.
10/4/13	7:30PM		Spoke with ▮▮▮ guardian regarding setting up a student planning a meeting. Will meet with ▮▮▮ and both guardians next Friday 10/11/13 at 5PM. The goal of this meeting is to develop a career plan for the student.
10/7/13	3:00PM		Meeting with ▮▮▮ nd her mother. Discussed ▮▮▮ career pathway and progress in HCA
10/10/13	3:00PM		Meeting with ▮▮▮ and both of her parents. Discussed career pathway to the LPN program. Student planning to receive credit for A & P.
10/12/13	3:30PM		Meeting with ▮▮▮ and her guardian. ▮▮▮ Discussed ▮▮▮ career pathway. ▮▮▮ plans to attend LPN program after graduation this year.
10/16/13	2:30PM		Email from ▮▮▮ preparation for Bio 151. Email back to ▮▮▮ college class is reserved for ▮▮▮
12/1/13	8:00PM		Called mother as f/u to email. Discussed college planning, medical terminology course credits, and career pathway. Will f/u with parents in the spring or as needed.
12/8/13	email		Mother wanted information regarding Med Term College credits. Information emailed back to parent.
12/8/13	email		Parent wanted information regarding job shadow at Dupont Hospital. Emailed back to parent that I will call Dupont this week to help set up job shadow.

Anticipation Guide :Oil vs Natural Gas for Home Heating: Which Costs More?

Name_____**Date**_____

Step 1: Read each statement. In the "Before Reading" column, indicate whether you agree or disagree with each statement.

Step 2: After you read the article, reread the statements. In the "After Reading" column, indicate whether you agree or disagree with each statement.

Step 3: Then, explain your opinion in the "Reflection" column. If your opinion changed after reading, explain why.

Statement	Before Reading	After Reading	Reflection
It costs more to heat your home with oil than with natural gas	Agree Disagree	Agree Disagree	
Tension in the Middle East has caused oil prices to continue to go down.	Agree Disagree	Agree Disagree	
Most natural gas is domestically produced.	Agree Disagree	Agree Disagree	
Marcellus Shale drilling in PA will increase natural gas production.	Agree Disagree	Agree Disagree	
Americans get a tax break if they switch to energy efficient furnaces.	Agree Disagree	Agree Disagree	
It takes about ten years to recover the money spent upgrading a furnace.	Agree Disagree	Agree Disagree	
Fracking is a safe way to produce natural gas within the United States.	Agree Disagree	Agree Disagree	
Geothermal and Solar are better environmentally but are more costly.	Agree Disagree	Agree Disagree	

Topic: _____

Questions/Main Ideas:

Cornell Notes

Name: _____
Date: _____

Notes:

Cluster/Word Web 3

Write details about your topic in the circles.

Topic
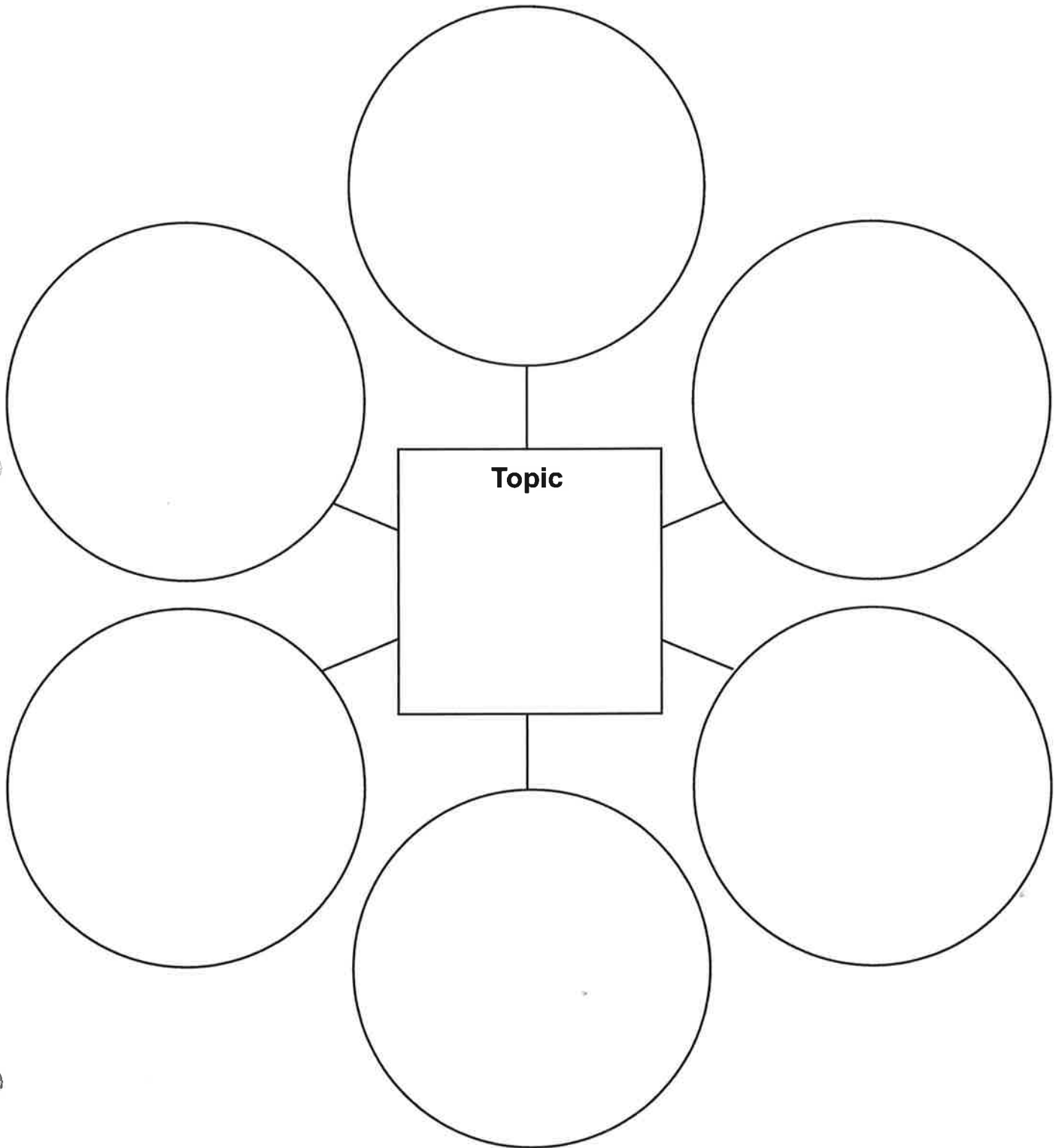
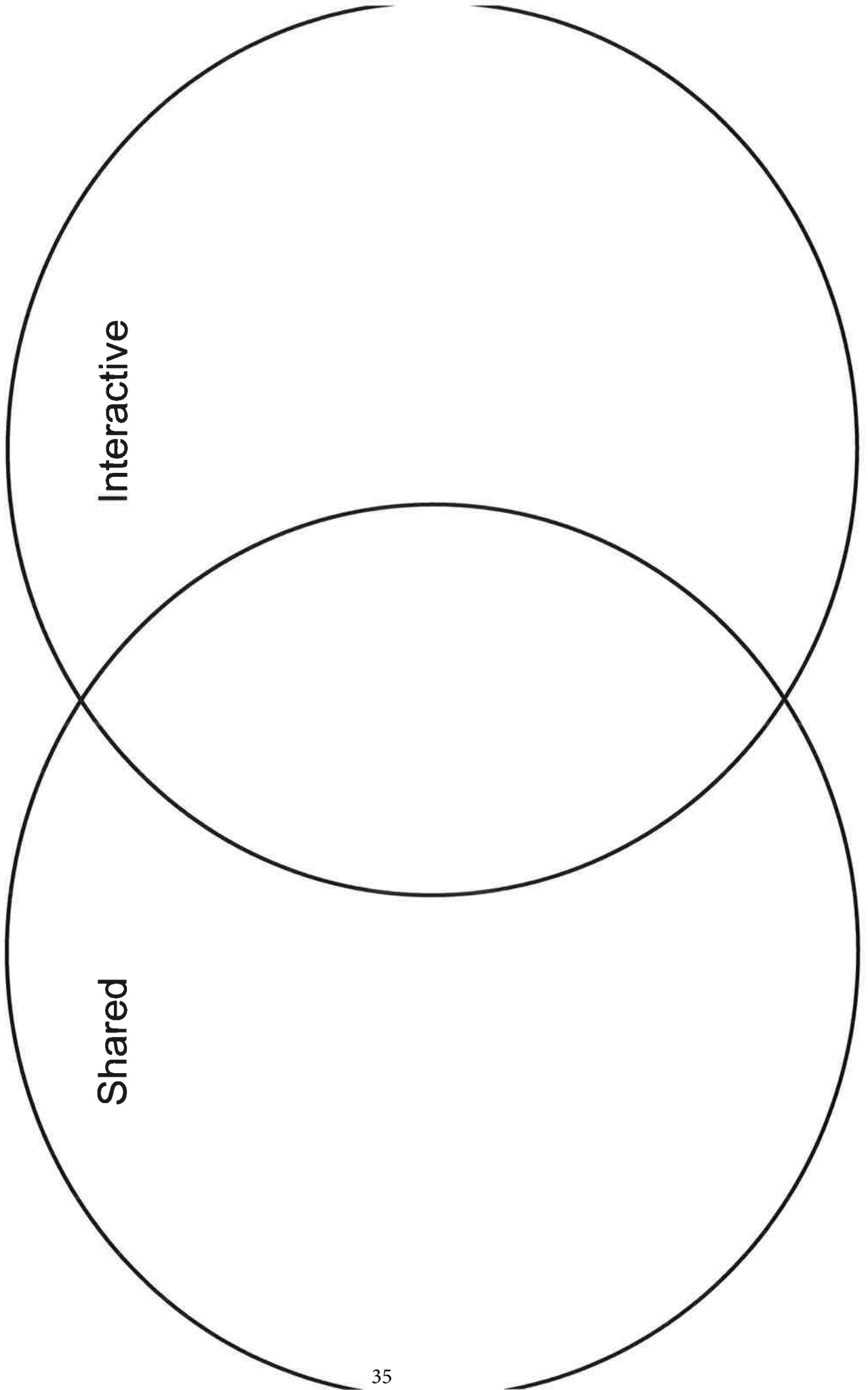Technical College High School

Early Childhood Education

Art Development

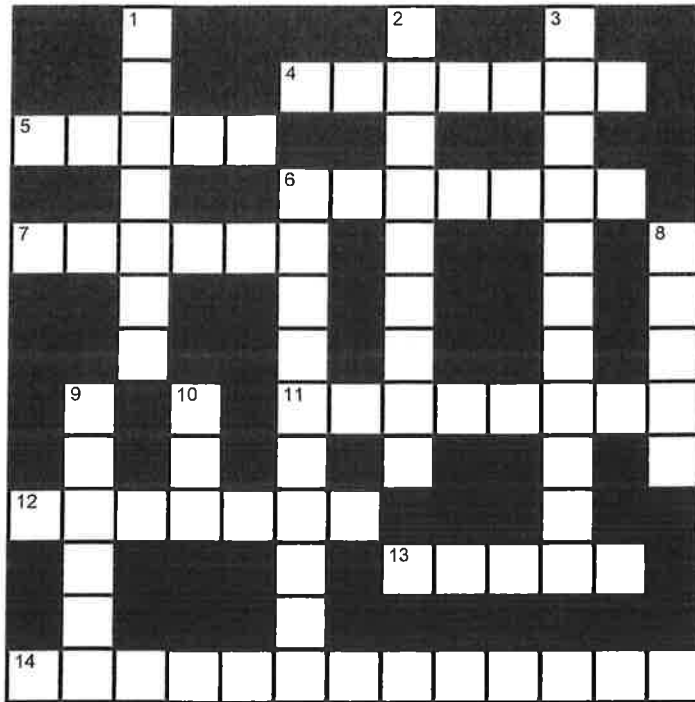| -K- Think I Know	-W- Think I'll Learn	-L- Want to Know

Venn Diagram

Interactive

Shared

Across

4. Difficulty breathing

5. Color code of oxygen tanks

6. Low oxygen content in the blood

7. In children and infants this organ is large in relation to the airway and has a greater potential for obstruction

11. Abnormal rhythmic sound heard at the end of exhalation

12. The high-pitched breath sound heard with narrowing of the upper respiratory tract

13. Laryngectomy

14. The major stimulus of ventilation

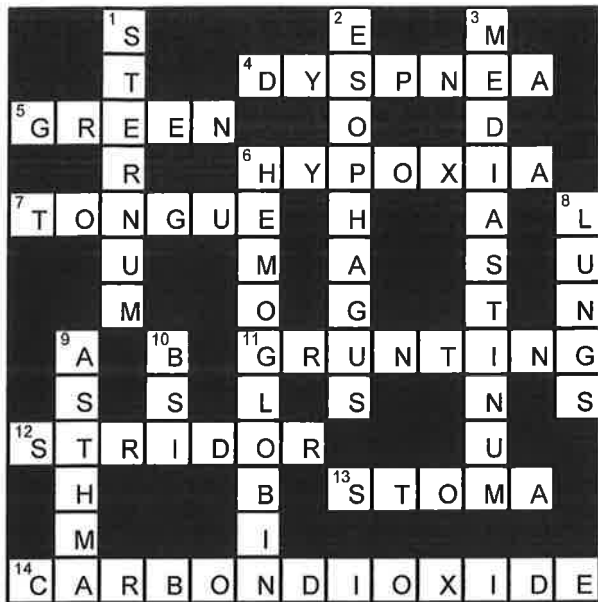## Down

1. Breastbone

2. Tube that connects the stomach to the mouth

3. Space occupied by the heart, great vessels, trachea, mainstem bronchi, esophagus, and nerves

6. Pigment found in the red blood cell

8. Cone-shaped organs of respiration

9. Disease marked by bronchial constriction

10. Precaution designed to reduce the risk of transmission of pathogens from moist body substances

		¹S				²E			³M	
		T		⁴D	Y	S	P	N	E	A
⁵G	R	E	E	N		O			D	
		R		⁶H	Y	P	O	X	I	A
⁷T	O	N	G	U	E		H		A	⁸L
		U		M			A		S	U
		M		O			G		T	N
	⁹A		¹⁰B	¹¹G	R	U	N	T	I	N	G
	S		S	L		S			N	S
¹²S	T	R	I	D	O	R			U	
	H			B		¹³S	T	O	M	A
	M			I						
¹⁴C	A	R	B	O	N	D	I	O	X	I	D	E

Formative Assessments

The formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides instructors in making decisions about future instruction. Several examples that may be used in the classroom are included in this project.

# Skill Performance Rubric

Students Name: _____

Date: _____

Skill Performed: _____

	10	7	1	0	Score
Performance Of Task	Performs all steps in the skill	Performs most of the steps in the skill	Performs only a few steps in the skill	Not Done	
Instructor Prompting during Task	Needs no prompting to complete this task	Needs some prompting to complete this task	Needs much prompting to complete this task	Not Done	
Order of Steps in Task	All steps in the correct order	Most steps in the correct order	Few steps in the correct order	Not Done	
Technique used during Task	Excellent techniques used for this task	Fair techniques used for this task	Poor technique used for this task	Not Done	
Safety	Safety completely observed by the student	Safety somewhat observed by the student	Safety poorly observed by the student	Not Done	
					Total

Instructor Comments:

Student Comments:

Frayer Model

Definition in your own words	Facts/characteristics

Word

Examples	Nonexamples
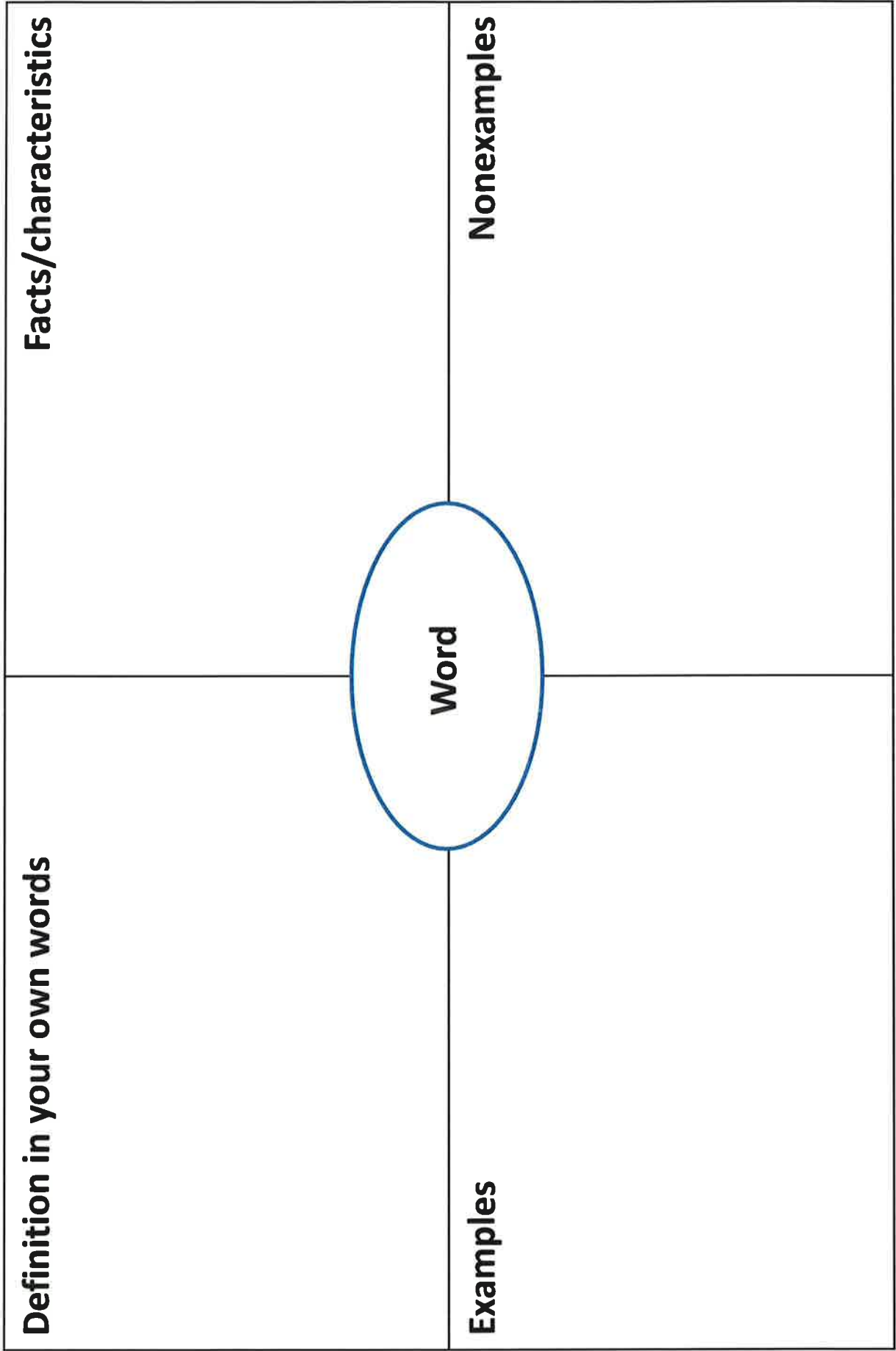
3	Things I Learned Today …
2	Things I Found Interesting …
1	Question I Still Have …

3	Things I Learned Today …
2	Things I Found Interesting …
1	Question I Still Have …

Make a Math Connection

Mathematical Problem

Everyday Example

Representation (diagram, graph, picture)

My Explanation

Summative Assessments

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Samples of Summative Assessments are included in this project.

2014-15   Mid-Term Practical

Plate and garnish your finished product. Label with your name.
Make sure the plated dish has enough food for one (1) person.
When finished present garnished plate to the chef and then clean up.

You will be graded on:

Mise en Place	10 points
Taste	20 points
Presentation	20 points
Safety	10 points
Sanitation	10 points
Cooking Method	15 points
Knife Skills	15 points
Total	100 points

You will be given the following:

1 pc Chicken using the **_Griddle_** then oven
 Starch
Vegetable

Your choice of garnish.

Use what is available in the walk-in, freezer and dry storage.

Sauce Supreme (you will be graded on how well you follow this recipe)
Ingredients
1.5 tablespoons butter
1 tablespoons flour
1/ 2 cup chicken stock
Salt
Freshly ground white pepper
2 T cup heavy cream

Directions

In a saucepan, over medium heat, melt 1 T of butter. Stir in the flour and cook for 1 minute. Whisk in the stock. Whisk until smooth. Season with salt and pepper. Bring the liquid to a simmer and reduce the heat to low and cook for 1-2 minutes. Whisk in the cream and continue to cook for 2 minutes. Season with salt and pepper. Remove from the heat and whisk in the remaining cold butter. Serve warm.

**If the kitchen is left dirty then everyone's grade will be affected.**
**Chef Notes:**

Measurement Test   Name
                                                    Date
Score:_____/29
How many ounces are in the following: Write the Abbreviation for:

1) Liter _____   9) Pound _____

2) Half Gallon _____   10) Quart _____

3) Cup _____   11) Tablespoon _____

4) Gallon _____   12) Pint _____

5) Pound _____   13) Gallon _____

6) Quart _____   14) Ounce _____

7) Pint _____   15) Cup _____

8) Tablespoon _____   16) Teaspoon _____

17) How many quarts are in three gallon? _____
18) How many teaspoons are in six Tablespoons? _____
19) How many Tablespoons are in four cups? _____
20) How many cups are in *three* pints? _____
21) How many pints are in *one* gallon? _____
22) How many pounds are in five pints? _____

Temperatures!!!!! Write in the temperatures for the following:

23) Poultry (includes stuffed & ground varieties)_____

24) Pork (Medium)_____   28) Beef (Medium) _____

25) Boiling water _____

26) Fish/Seafood/Shellfish _____

27) Temperature Danger Zone _____ to _____

29) Name the 5 Mother Sauces
A)
B)
C)
D)
E)

Mid-Term 2014-15

Multiple Choice
Identify the choice that best completes the statement or answers the question.

_____ 1. To reduce the possibility of creating lumps when using a roux to make a sauce, add ____.
    A. cool roux to hot liquid
    B. hot roux to hot liquid
    C. hot liquid to cool roux
    D. cool roux to cool liquid

_____ 2. To help keep food safe, sanitize ____ when storing meat and poultry.
    A. major food-contact surfaces
    B. unrefrigerated food-contact surfaces
    C. all food-contact surfaces
    D. coolers and freezers

_____ 3. Crimini, oyster, and portobello are examples of ____ mushrooms.
    A. exotic
    B. truffle
    C. wild
    D. button

_____ 4. Which of the following is also called anise, is used in stews and broths, is braised and served as a vegetable, and has seeds that are used as a spice?
    A. Cardoons.
    B. Chayote.
    C. Jicama.
    D. Fennel.

_____ 5. A cutlet ____.
    A. may or may not have a bone
    B. is not a portion-size piece of meat
    C. always has a bone
    D. never has a bone

_____ 6. In general, chefs ____.
    A. sometimes blanch bones for preparing brown stock, but never blanch bones for white stock
    B. sometimes blanch bones for preparing white stock, but never blanch bones for brown stock
    C. always blanch bones for preparing white stock, but only occasionally blanch bones for brown stock
    D. never blanch bones for preparing white stock, but always blanch bones for brown stock

1

_____   7. Most stocks are flavored with three herbs: ____.
A. basil, thyme, sage
B. parsley, rosemary, and sage
C. bay leaf, chives, tarragon
D. thyme, bay leaf, and parsley

_____   8. A variety of fruit pieces of different sizes and colors arranged pleasingly but irregularly on a platter is an example of ____.
A. asymmetry
B. symmetry
C. negative space
D. sculpture

_____   9. Which of the following is a size-consistent product when packaged?
A. Beets.
B. Cabbage.
C. Jicama.
D. Asparagus.

_____   10. A chop ____.
A. is not a portion-size piece of meat
B. never has a bone
C. may or may not have a bone
D. always has a bone

_____   11. When using a starch to thicken liquid, the liquid must ____.
A. come to the point of just beginning to boil
B. come to a full boil
C. not warm beyond a simmer
D. not warm beyond lukewarm

_____   12. Which of the following is *not* a sign that stock has spoiled?
A. Stock appears lightly thickened.
B. Bubbles rise to the surface of the stock.
C. Stock has a stringy texture.
D. Stock appears cloudy.

_____   13. Most root vegetables are available year-round, but their peak season is in the ____.
A. winter and spring
B. spring and summer
C. summer and fall
D. fall and winter

_____   14. The flavor of cookies is primarily determined by the ____.
A. length of time the dough is mixed
B. temperature of the oven
C. quality of the ingredients that make up the dough
D. the leavener used

2

_____ 15. Which of the following is *not* a proper way to handle and store meats and poultry?
  A. Store meats and poultry on a tray or sheet pan to prevent drips on other items.
  B. Never store raw meat or poultry above cooked or ready-to-eat foods in the refrigerator.
  C. Take items out of their package so they are ready to use quickly.
  D. Sanitize all food-contact surfaces when storing meats and poultry.

_____ 16. Gluten is less likely to overdevelop using the creaming method because the flour is ____.
  A. added last
  B. always low gluten
  C. added first
  D. never sifted

_____ 17. Which of the following is true about relishes?
  A. A combination of coarsely chopped vegetables and fruits marinated with a large amount of vinegar.
  B. Less acidic and tend to be spicy hot due to chilies, but can be made from cooked or uncooked ingredients.
  C. Very thin and principally used as a condiment for different dishes.
  D. Very complex and can vary in color from white, yellow, red, or black depending on ingredients.

_____ 18. When arranging a buffet, it is important to place the proper serving utensils ____.
  A. next to each item on the buffet
  B. stuck into each dish
  C. at the head of each table
  D. at both ends of each table

_____ 19. Properly chilled stocks should have a shelf life of ____.
  A. 1 week
  B. 3 days
  C. 5 days
  D. 3 weeks

_____ 20. Once the vegetable is room temperature and has been peeled, the recommended way to make vegetable cutouts is to ____.
  A. create a cardboard pattern of each desired shape
  B. cut off a piece of the vegetable and carve it into the desired shape
  C. slice a 1/2-inch thick piece of the vegetable, place on a cutting board, and cut out the shape using a pizza cutter, and place cutouts in warm water
  D. slice a 1/4-inch thick piece of the vegetable, place on a cutting board, and cut out the shape using a cookie cutter, and place cutouts in ice water

_____ 21. A large platter with a small mound of bright green broccoli in the center is an example of ____.
  A. insufficient negative space
  B. superior color contrast
  C. excessive negative space
  D. inferior variety of shape

3

_____ 22. Beets are typically packed in ____.
   A. 25-pound bags without tops
   B. ice
   C. bunches either with or without their tops
   D. 50-pound mesh sacks with tops

_____ 23. In general, when preparing stock, one pound of mirepoix is added for every ____ pounds of bones.
   A. 15
   B. 10
   C. 20
   D. 5

_____ 24. To produce a crisper cookie, increase the amount of ____ in the cookie dough.
   A. fat and moisture
   B. sugar and moisture
   C. fat and sugar
   D. sugar

_____ 25. Which of the following lists of peppers are written in correct heat intensity order beginning with the mildest and ending with the hottest?
   A. Ancho, habañero, jalapeño, and cayenne.
   B. Cayenne, habañero, ancho, and jalapeño.
   C. Jalapeño, ancho, cayenne, and habañero.
   D. Ancho, jalapeño, cayenne, and habañero.

_____ 26. Which of the following principles should be used when arranging food on a plate?
   A. Plates with too little height lack dramatic presentation.
   B. Overly tall food may look comical.
   C. Tall and unsteady presentations are difficult to serve and to eat.
   D. All of the above.

_____ 27. When cutting the breast and wing quarter to prepare eight-cut poultry, cut through the joint at the base of the ____.
   A. thigh
   B. breast
   C. wing
   D. leg

_____ 28. Which of the following principles should be used when arranging food on a plate?
   A. Choose foods of the same color.
   B. Choose foods with similar colors.
   C. Choose foods with vibrant, contrasting colors.
   D. Taste is important, color is not.

_____ 29. Allemande sauce and suprême sauce are made from which of the following mother sauces?
   A. Hollandaise.
   B. Velouté.
   C. Béchamel.
   D. Demi-glace.

4

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_____ 30. When cutting the leg and thigh quarter to prepare eight-cut poultry, slice through the joint connecting the ____.
   A. drumstick and wing
   B. thigh and wing
   C. leg and wing
   D. thigh and drumstick

_____ 31. Which of the following is recommended when planning a plate presentation in the professional kitchen?
   A. Choose foods of similar but not identical textures.
   B. Choose foods of the same texture.
   C. Include a variety of textures.
   D. Plan around taste, texture is not a significant factor.

_____ 32. Fresh meat and poultry should be stored ____.
   A. not over 35°F (2°C) and not under 30°F (−1°C)
   B. at exactly 32°F (0°C)
   C. at any temperature under 35°F (2°C)
   D. below 30°F (−1°C)

_____ 33. For which of the following cookie types is it especially important to allow room for cookies to flatten and spread during baking?
   A. Drop.
   B. Spritz.
   C. Bar.
   D. Rolled.

_____ 34. Fleurons, deep-fried raviolis, baked wonton wrappers, and artistically shaped baked flatbreads are all examples of ____.
   A. sprinkles
   B. focal points
   C. overly tall food
   D. crispy garnishes

_____ 35. Cheddar, crème, mornay, and soubise sauces are made from which of the following mother sauces?
   A. Demi-glace.
   B. Hollandaise.
   C. Velouté.
   D. Béchamel.

_____ 36. Biscotti are an example of a popular variety of which of the following types of cookie?
   A. Icebox.
   B. Bar.
   C. Sheet.
   D. Spritz.

_____ 37. Sugar cookies are a popular variety of which of the following types of cookie?
   A. Rolled.
   B. Drop.
   C. Bar.
   D. Spritz.

5

_____ 38. Reducing a sauce _____.
   A. weakens flavor and thickens the liquid
   B. concentrates flavor and thins the liquid
   C. concentrates flavor and thickens the liquid
   D. weakens flavor and thins the liquid

_____ 39. Which of the following is *not* a typical reason why chefs tie large pieces of meat?
   A. To retain a uniform and rounder shape.
   B. To hold stuffing.
   C. To ensure even cooking.
   D. To make the cut easier to weigh.

_____ 40. Vegetable stocks lack the mouthfeel of meat-based stocks because vegetables _____.
   A. contain excessive collagen
   B. contain no collagen
   C. prepared for vegetable stocks are cooked for a shorter time
   D. have strong individual flavors

_____ 41. A steak _____.
   A. may or may not have a bone
   B. always has a bone
   C. never has a bone
   D. is not a portion-size piece of meat

_____ 42. The size of the head of cauliflower _____.
   A. has no effect on quality
   B. greatly affects quality, with the smallest heads being the best
   C. greatly affects quality, with the largest heads being the best
   D. affects color but not taste

_____ 43. Which of the following cookies is particularly rich in shortening or butter and has a delicate texture?
   A. Toll House.
   B. Shortbread.
   C. Macaroon.
   D. Pfeffernüesse.

_____ 44. Dry, hard cookies are a sign that the cookies were _____.
   A. under-baked at too low a temperature
   B. baked too long or at too low a temperature
   C. baked too long or at too high a temperature
   D. under-baked at too high a temperature

_____ 45. Which of the following forming methods is used to create pinwheel- and checkerboard-patterned cookies?
   A. Sheet.
   B. Icebox.
   C. Bar.
   D. Spritz.

6

____ 46. Purchasing portion-controlled meats____.
   A. is always a savings over cutting meats in house because there is no waste
   B. is always a savings over cutting meats in house because portion cut is less expensive
       than primal cuts
   C. is convenient, but never cost effective
   D. must always be carefully considered because of its significant expense

____ 47. Topping a grilled steak with crispy onion strings is an example of applying the plating principle of ____.
   A. proportion
   B. height
   C. color
   D. variety of texture

____ 48. Placing rounds of raw carrot on top of a plate of beef stew is an example of ____.
   A. good use of focal point
   B. jarring use of color
   C. improper use of garnishes
   D. good use of variety

____ 49. A good stock with good flavor will generally appear ____.
   A. slightly murky
   B. cloudy
   C. clear
   D. opaque

____ 50. Film-wrapped, vacuum-packed meats have a refrigerated shelf life of ____ in their sealed bags.
   A. one year
   B. several days
   C. several months
   D. several weeks

7

Student: _____

Committee Assessment	Excellent		Good		Completed		Poor		Unacceptable		Points Evaluator 1	Points Evaluator 2
Circle a number	10	9	8	7	6	5	4	3	2	1		
Communication	*Speaks confidently and correctly *Uses good posture and makes eye contact *Takes initiative to shake hands		*Speaks clearly and correctly *Uses good posture and makes some eye contact *Uses a solid hand shake		*Speaks and answers questions *Does use good posture but does not make eye contact *Shakes hands		*Uses one word answers *Slouches and does not make eye contact *Shakes hands only when offered		*Does not communicate effectively			
Circle a number	10	9	8	7	6	5	4	3	2	1		
Interview Attire	Professional and well groomed		Appropriate and groomed		Neat and groomed		Fairly neat		Unkempt and sloppy			
Circle a number	10	9	8	7	6	5	4	3	2	1		
Job Knowledge and Career Plans	Confident in job knowledge and career plans		Solid in job knowledge and career plans		Fair in job knowledge and career plans		Little job knowledge and uncertain about career plans		No job knowledge and no career plans			
Circle a number	10	9	8	7	6	5	4	3	2	1		
Portfolio Appearance and Use	*Excellent portfolio *All parts looking professional *Confident use of portfolio		*Good portfolio *Most parts complete and looking professional *Solid use of portfolio		*Fair portfolio *Most parts complete *Fair use of portfolio		*Poor portfolio *Some parts missing *Uncertain about how to use portfolio		*Incomplete portfolio *Portfolio not referenced			
									Total			

Average | Total

_____
Evaluator's Signatu~

_____
Evaluator's Signatur

_____
Occupational Instructor's Sig

Gray Sections for Teacher Use Only

	Points	Score
Presentation	40	
Portfolio	60	
Total Grade	100	

Final Portfolio Grade

...core	0 - 5	
...ver Letter		
...hank You Letter		
...reer Preparation		
...mmunity Service	0 - 10	
...core		
...b Shadowing		
...search Paper		
...reer Plan		
...sume		
...xtra Credit Score	0 - 1	

54