

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
FAMILY AND CONSUMER SCIENCES DEPARTMENT  
PROSTART LEVEL 2  
Culinary IV – Prostart II Curriculum Guide

**Pacing Guide: Culinary IV – Prostart II is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**

- Unit 1 – Food Safety & Cleanliness - 5 class periods plus assessment
- Unit 2 – Introduction to Marketing & Menu Management - 10 class periods plus assessment
- Unit 3 – Eggs, Dairy & Breakfast Cookery - 10 class periods plus assessment
- Unit 4 – Fruits, Vegetables & Plating/Garnishing - 15 class periods plus assessment
- Unit 5 – Potatoes, Grains & Pasta - 20 class periods plus assessment
- Unit 6 – Introduction to Cost Control & Purchasing - 15 class periods plus assessment
- Unit 7 – Building Successful Teams - 8 class periods plus assessment
- Unit 8 – Introduction to Nutrition/ Healthful Menus & Sustainability - 10 class periods plus assessment
- Unit 9 – Meat - 10 class periods plus assessment
- Unit 10 - Poultry and Seafood - 13 class periods plus assessment
- Unit 11 – Yeast Breads - 12 class periods plus assessment
- Unit 12 – Cakes, Pies & Desserts - 20 class periods plus assessment

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<p><b>21st Century Skills Standards:</b> <b>9.1 Personal Financial Literacy</b></p>	<p><b>9.1.12. A.1:</b> Differentiate among the types of taxes and employee benefits.  <b>9.1.12. A.2:</b> Differentiate between taxable and nontaxable income.  <b>9.1.12. A.4:</b> Identify a career goal and develop plan and timetable for achieving it, including education/training requirements, costs and possible debt.  <b>9.1.12. A.5:</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.  <b>9.1.12. A.6:</b> Summarize the financial risks and benefits of entrepreneurship as a career choice.  <b>9.1.12. A.13:</b> Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p>
<p><b>9.2 Career Awareness</b></p>	<p><b>9.2.12. C.1:</b> Review career goals and determine steps necessary for attainment.  <b>9.2.12. C.3:</b> Identify transferable career skills and design alternate career plans.  <b>9.2.12. C.4:</b> Analyze how economic conditions and societal changes influence employment trends and future education.  <b>9.2.12. C.6:</b> Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.  <b>9.2.12. C.7:</b> Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.  <b>9.2.12. C.8:</b> Assess the impact of litigation and court decisions on employment laws and practices.  <b>9.2.12. C.9:</b> Analyze the correlation between personal and financial behavior and employability.</p>
<p><b>Technology Standards:</b></p>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  <b>C: Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.  <b>E: Research and Information Fluency:</b> Students apply digital tools to gather, evaluate and use information.  <b>F: Critical thinking, problem solving, and decision making:</b> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>

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<b>Career Ready Practices</b>	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP3.</b> Attend to personal health and financial well-being. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid and reliable research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP9.</b> Model integrity, ethical leadership and effective management. <b>CRP10.</b> Plan education and career paths aligned to personal goals. <b>CRP11.</b> Use technology to enhance productivity. <b>CRP12.</b> Work productively in teams while using cultural global competence.
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<p><b>NASAFACS: National Standards for FCS</b></p> <p><b>Career, Community and Family Connections</b></p> <p><b>Facilities and Property Management</b></p> <p><b>Food Production and Services</b></p>	<p><b>1.2</b> Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings.</p> <p><b>5.1</b> Analyze career paths within the facilities management and maintenance areas.</p> <p><b>5.2</b> Demonstrate planning, organizing, and maintaining an efficient operation of residential or commercial facilities.</p> <p><b>5.3</b> Demonstrate sanitation procedures for a clean and safe environment.</p> <p><b>5.4</b> Apply hazardous materials and waste management procedures</p> <p><b>5.5</b> Demonstrate a work environment that provides safety and security.</p> <p><b>5.7</b> Demonstrate facilities management functions.</p> <p><b>8.1</b> Analyze career paths within the food production and food services industries.</p> <p><b>8.2</b> Demonstrate food safety and sanitation procedures</p> <p><b>8.3</b> Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p> <p><b>8.4</b> Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</p> <p><b>8.5</b> Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p><b>8.6</b> Demonstrate implementation of food service management and leadership functions.</p> <p><b>8.7</b> Demonstrate the concept of internal and external customer service.</p>
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<b>Food Science, Dietetics, and Nutrition</b>	<p><b>9.1</b> Analyze career paths within food science, food technology, dietetics, and nutrition industries.</p> <p><b>9.2</b> Apply risk management procedures to food safety, food testing, and sanitation</p> <p><b>9.3</b> Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans</p> <p><b>9.4</b> Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.</p> <p><b>9.5</b> Demonstrate use of science and technology advancements in food product development and marketing.</p> <p><b>9.6</b> Demonstrate food science, dietetics, and nutrition management principles and practices.</p> <p><b>9.7</b> Demonstrate principles of food biology and chemistry.</p>
<b>Hospitality, Tourism, and Recreation</b>	<p><b>10.1</b> Analyze career paths within the hospitality, tourism and recreation industries.</p> <p><b>10.2</b> Demonstrate procedures applied to safety, security, and environmental issues.</p> <p><b>10.3</b> Apply concepts of quality service to ensure customer satisfaction.</p>
<b>Interpersonal Relationships</b>	<p><b>13.1</b> Analyze functions and expectations of various types of relationships.</p> <p><b>13.2</b> Analyze personal needs and characteristics and their effects on interpersonal relationships.</p> <p><b>13.3</b> Demonstrate communication skills that contribute to positive relationships.</p> <p><b>13.4</b> Evaluate effective conflict prevention and management techniques.</p> <p><b>13.5</b> Demonstrate teamwork and leadership skills in the family, workplace, and community.</p> <p><b>13.6</b> Demonstrate standards that guide behavior in interpersonal relationships.</p>
<b>Nutrition and Wellness</b>	<p><b>14.1</b> Analyze factors that influence nutrition and wellness practices across the lifespan</p> <p><b>14.3</b> Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p><b>14.4</b> Evaluate factors that affect food safety from production through consumption.</p> <p><b>14.5</b> Evaluate the influence of science and technology on food, nutrition, and wellness</p>

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**Differentiation/Accommodations/Modifications**

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Utilize advanced materials and resources to meet the needs of student</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Higher Level decision making</li> <li>• Advanced discussion techniques</li> <li>• Collaborate with teacher and fellow classmates to determine labs to achieve the learning goals.</li> </ul>	<p><b>Modifications for the Classroom</b></p> <ul style="list-style-type: none"> <li>• Internet bilingual dictionaries during class and during assignments</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessment</li> <li>• Hands on demonstration of expected outcome</li> <li>• Collaboration between ESL and classroom teachers</li> <li>• Pair novice ELL students with advanced ELL students</li> </ul> <p><b>Modifications for Homework/Assignments</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries</li> <li>• Provide student with clearly stated and written expectations and</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guide</li> <li>• Model skills/techniques</li> <li>• Repetitive hands on demonstrations</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentation</li> <li>• Provide verbal reminder of assignments</li> <li>• Preferential seating</li> </ul> <p><b>Modifications for Homework</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments as needed by student</li> </ul> <p><b>Modification for Assessments</b></p>	<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in –house strategies for teachers</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Place in a higher level group for peer assistance and modeling</li> <li>• Preferential seating as noted by student and teacher</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Provide verbal reminder of assignment</li> <li>• Assist with technology, textbook online for work at home</li> </ul> <p><b>Modifications for Homework</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Simplify complicated assignments</li> </ul>

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	<p>grading criteria for homework</p> <p><b>Modification for Assessments</b></p> <ul style="list-style-type: none"> <li>Extended time for tests and quizzes</li> <li>Internet text translators</li> <li>Use of graphic organizers</li> <li>Modified homework assignments</li> <li>Internet bilingual dictionaries</li> </ul> <p><b>Resources</b></p> <p><b>WIDA Standards</b></p> <ul style="list-style-type: none"> <li>Standard 1: Social and Instructional Language</li> <li>Standard 2: The language of Language Arts</li> <li>Standard 3: The language of Mathematics</li> <li>Standard 4: The language of Science</li> <li>Standard 5: The language of Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Extended time for tests and quizzes</li> <li>Permit retake for failing grade</li> <li>Restate and clarify directions and questions</li> <li>Provide study guides for classroom tests</li> <li>Provide self-contained teacher with test or question bank for appropriate modifications</li> </ul>	<p>into smaller units in phases as needed by student</p> <p><b>Modification for Assessments</b></p> <ul style="list-style-type: none"> <li>Extended time for tests and quizzes</li> <li>Restate and clarify directions and questions</li> <li>Provide study guides for classroom tests</li> <li>Permit retake for failing grade</li> <li>Provide self-contained teacher with test or question bank for appropriate modifications</li> </ul>
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<b>CONTENT: Unit 1</b>			
<b>Theme:</b> Food Safety & Cleanliness			
<b>Essential Questions:</b> What is a foodborne-illness outbreak? What are the four types of pathogens that can contaminate food and cause foodborne illness?		What is the difference between clean and sanitary? What personal behaviors can contaminate food?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>How to avoid situations and behaviors that contribute to foodborne illness.</li> <li>Basic procedures for handling an outbreak of foodborne illness,</li> <li>The proper procedures for receiving and storing foods.</li> <li>How to develop a master cleaning schedule.</li> <li>The difference between sanitize and clean and the general procedures for both.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Define what a foodborne-illness outbreak is, and list the costs associated with one</li> <li>Identify factors that affect the growth of pathogens (FAT TOM).</li> <li>Identify characteristics of TCS food and list examples.</li> <li>Identify methods for preventing biological contamination.</li> <li>Identify proper personal cleanliness practices and appropriate work attire.</li> <li>Identify factors that affect the effectiveness of sanitizers.</li> <li>List the elements of a master cleaning schedule.</li> <li>Outline proper procedures for cleaning and sanitizing tools and equipment.</li> <li>Build upon basic cooking and knife skills.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B. 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9.,WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP</b> 1-10  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 5 class periods- assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Chromebooks.



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<b>CONTENT: Unit 2</b>			
<b>Theme:</b> Introduction to Marketing & Menu Management			
<b>Essential Questions:</b> What is a marketing mix? Why is it important to a business to define a market?		Why are public relations important? What kind of different menus are there? How do make a menu layout?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Traditional vs. contemporary marketing mix.</li> <li>• To perform a SWOT analysis</li> <li>• Different types of sales promotions</li> <li>• The benefits of public relations</li> <li>• The importance of a well written menu</li> <li>• To determine profitability and target margin.</li> <li>• Classify menu items according to their popularity.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Define the term marketing.</li> <li>• Describe the components of the traditional marketing mix.</li> <li>• Describe the contemporary marketing mix.</li> <li>• Describe the elements of a marketing plan.</li> <li>• Define target market, and explain why it is important to a business.</li> <li>• Identify the parts of a SWOT analysis.</li> <li>• Identify various elements of a promotion mix.</li> <li>• Recognize different types of sales promotions.</li> <li>• List the benefits of public relations.</li> <li>• Identify opportunities for public relations.</li> <li>• Explain the importance of the menu to a foodservice operation.</li> <li>• Describe à la carte, table d'hôte, California, limited, du jour, and cycle menus.</li> <li>• Organize the information on a menu.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>• Individual skill demonstration</li> <li>• Group activities</li> <li>• Graded written classwork</li> <li>• Maintenance of notebook</li> <li>• Submission of pertinent current events</li> <li>• Section quizzes</li> <li>• Partnered projects</li> <li>• Benchmark Assessments</li> <li>• Final exam</li> <li>• NRAEF Level 2 Exam</li> <li>• Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B. 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9.,WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP</b> 1-10  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.
		<b>Pacing Chart/ Time Frame:</b> 10 class periods- assessment	
		<b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.	

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	<ul style="list-style-type: none"><li>• Explain principles of menu layout and design.</li><li>• Explain the purposes of a menu sales mix analysis.</li><li>• Define profitability and target margin.</li><li>• Classify menu items according to their popularity.</li><li>• Compare the food cost percentage methods and the contribution margin method for menu pricing.</li></ul>		
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<b>CONTENT: Unit 3</b>			
<b>Theme:</b> Eggs, Dairy & Breakfast Cookery			
<b>Essential Questions:</b> Can dairy alternatives be used as a substitute for dairy milk? What is the real difference between cooking with butter and oils?		What type of cheese is best for melting? How many different ways can eggs be cooked? What meats are considered “breakfast” meats?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• The differences in dairy and non- dairy milks and how they are used in food preparation.</li> <li>• The characteristics of butter vs. butter substitutes.</li> <li>• How to prepare eggs in different ways.</li> <li>• How to prepare and cook classic breakfast foods.</li> <li>• How to prepare and cook breakfast starches.</li> <li>• To develop “brunch items”</li> <li>• To serve a small breakfast “buffet”.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Describe dairy milk and milk alternatives and their fat content.</li> <li>• Identify the different forms of cream and their fat content.</li> <li>• Identify different forms of cultured dairy products and their fat content.</li> <li>• Differentiate between butter and butter substitutes, and recognize the characteristics of each.</li> <li>• Identify the varieties and characteristics of cheese, and give examples of each.</li> <li>• List the characteristics of eggs, and identify ways to keep them safe.</li> <li>• Prepare eggs using a variety of cooking methods.</li> <li>• Describe the types of breakfast service.</li> <li>• Prepare various pancakes, crêpes, waffles, and French toast.</li> <li>• Prepare various breakfast meats.</li> <li>• Prepare various breakfast starches.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>• Individual skill demonstration</li> <li>• Group activities</li> <li>• Graded written classwork</li> <li>• Maintenance of notebook</li> <li>• Submission of pertinent current events</li> <li>• Section quizzes</li> <li>• Partnered projects</li> <li>• Benchmark Assessments</li> <li>• Final exam</li> <li>• NRAEF Level 2 Exam</li> <li>• Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP</b> 1-10  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 10 class periods- assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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<b>CONTENT: Unit 4</b>			
<b>Theme:</b> Fruits, Vegetables & Plating/Garnishing			
<b>Essential Questions:</b> What are the various types of fruit and vegetables?? What are the USDA quality grades for fruits and vegetables? What factors affect purchasing decisions for fruits and vegetables?		What is hydroponic farming? Why use garnishes? How can desserts be made more attractive?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>The USDA quality grades for produce.</li> <li>Factors that affect produce purchasing decisions.</li> <li>Procedures for storing fruits and vegetables to maintain quality.</li> <li>Types of fruits and vegetables and the different methods of cooking and preparation for each type.</li> <li>Methods to prevent oxidation and enzymatic browning.</li> <li>What hydroponic farming is, what is commonly grown with that method and what are the benefits.</li> <li>Non-conventional farming methods for produce.</li> <li>To use special tools for garnishing</li> <li>Why food is garnished.</li> <li>To attractively plate different desserts.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Describe types of farming fruits and vegetables including hydroponic farming.</li> <li>Identify and describe different types of fruit.</li> <li>List factors that affect produce selection decisions.</li> <li>Identify procedures for storing fruit.</li> <li>Prepare various types of fruit</li> <li>Cook various types of fruit using appropriate methods.</li> <li>Identify and describe different types of vegetables.</li> <li>Identify procedures for storing vegetables.</li> <li>Demonstrate the preparation of various types of vegetables.</li> <li>Cook various types of vegetables using appropriate methods.</li> <li>Identify ways to hot-hold vegetables for safety and quality.</li> <li>Explain garnishes.</li> </ul>	<b>Assessments:</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP 1-10</b>  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 15 class periods- assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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	<ul style="list-style-type: none"><li>• Describe the guidelines for plating food that has finished cooking.</li><li>• Explain how desserts should be plated and presented.</li><li>• Explain how soups should be garnished.</li></ul>		
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<b>CONTENT: Unit 5</b>			
<b>Theme:</b> Potatoes, Grains & Pasta			
<b>Essential Questions:</b> What types of cooking methods and recipes are there for preparing potatoes? What are the different types of grains and legumes? Explain the pilaf and risotto techniques for cooking grains. What grains have been most successful in the typical American home?		What are the different types of pasta and their corresponding methods of preparation? How are dumplings prepared? What is the difference between durum and semolina flours?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Different types of potatoes, grains and legumes.</li> <li>Selection, receiving and storing of potatoes, grains and legumes</li> <li>Different methods and recipes for cooking potatoes, grains and legumes.</li> <li>Name, identify and cook different types and shapes of pasta.</li> <li>To match the different types of pastas to the appropriate type of sauces.</li> <li>How to make dumplings using a variety of ingredients.</li> <li>To prepare some of more newly popular grains.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Identify and describe different types of potatoes.</li> <li>Identify procedures for storing potatoes.</li> <li>Prepare potatoes using a variety of methods.</li> <li>Identify and describe different types of grains and legumes.</li> <li>Explain how to store grains and legumes.</li> <li>Prepare various types of grains and legumes.</li> <li>Identify and describe different types of pasta.</li> <li>Prepare pasta using a variety of methods.</li> <li>Prepare dumplings using a variety of methods</li> </ul>	<b>Assessments:</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP 1-10</b>  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 20 class periods- assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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<b>CONTENT: Unit 6</b>			
<b>Theme:</b> Introduction to Cost Control & Purchasing			
<b>Essential Questions:</b> How is food cost calculated? How is the yield of a recipe determined? Is food cost important to calculate menu pricing?		What affects labor cost? How does a restaurant decide what to buy and when? How does a restaurant pay for purchases?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>How to develop a standard recipe card.</li> <li>How to cost out a recipe using food, labor and other important costs.</li> <li>How to use costs to determine the correct price point.</li> <li>The importance of portion control.</li> <li>The different ways to develop a schedule.</li> <li>Understand the importance of inventory calculation.</li> <li>Ways to determine inventory value.</li> <li>To develop a system of receiving goods.</li> <li>The type of services that are commonly purchased in food service.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Define and calculate food cost and food cost percentage.</li> <li>Develop a recipe cost card for a standardized recipe.</li> <li>Calculate a recipe's yield and the number of portions it will produce.</li> <li>Use a conversion factor to calculate a new yield for an existing recipe.</li> <li>Explain the importance of portion control to food cost.</li> <li>Explain the food cost percentage method for menu pricing.</li> <li>Explain the importance of standard labor costs to a business's success.</li> <li>List factors that affect labor costs.</li> <li>Describe the relationship between sales volume and labor costs.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9, WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP</b> 1-10  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 15 class periods- assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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	<ul style="list-style-type: none"><li>• Explain the difference between a master schedule and a crew schedule.</li><li>• Describe the factors that contribute to the purchasing process.</li><li>• List goods and services that might be purchased by a foodservice operation.</li><li>• Explain quality standards and how they should be used.</li><li>• Describe how to determine what and when to order.</li><li>• Explain what happens after good are purchased.</li><li>• List the methods used to account for inventory</li></ul>		
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<b>CONTENT: Unit 7</b>			
<b>Theme: Building Successful teams</b>			
<b>Essential Questions:</b> Why is a written job description important? How is a fair and consistent hiring practice enacted?		What should an employee expect during orientation? What are the key points of effective employee training?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>What a job description should include.</li> <li>What are the different ways to interview prospective employees?</li> <li>How to avoid discriminatory language and practices in the hiring process.</li> <li>The benefits of employee training, group training and cross training.</li> <li>The benefits of on-going communication and formal performance evaluations.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Explain what is included in a job description and why this document is important to a business.</li> <li>Explain a manager's responsibility for maintaining labor law knowledge.</li> <li>Identify methods for ensuring a fair and consistent hiring process.</li> <li>Identify discriminatory language and practices in the hiring process.</li> <li>Describe the typical phases of onboarding, and explain its importance to a business.</li> <li>Explain what employees can expect during orientation.</li> <li>Identify the benefits of training.</li> <li>Identify the key points of effective employee training.</li> <li>Summarize and discuss effective cross-training, group training, and on-the-job training.</li> <li>Describe the importance of performance appraisals and ongoing feedback.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP 1-10</b>
			<b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.
			<b>Pacing Chart/ Time Frame:</b> 8 class periods- assessment
			<b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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<b>CONTENT: Unit 8</b>			
<b>Theme:</b> Introduction to Nutrition/Healthful Menus & Sustainability			
<b>Essential Questions:</b> Why is it necessary for food service establishment employees to know about nutrition? What are food additives? What kinds of vegetarian diets exist?		How do the Dietary Guidelines for Americans help people be healthier? What is sustainability? What are the most common products affected by sustainable sourcing? Is it important for restaurants and food manufacturers to recycle?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• How to use nutrition as a tool for healthier menus.</li> <li>• To be more socially aware of what is going on around the world food-wise.</li> <li>• The effect of food additives on the economy, food quality and the human body.</li> <li>• How to prepare foods with the goal of preserving nutrients.</li> <li>• What the term “clean eating” means.</li> <li>• How processing foods affects the nutrition and quality of food.</li> <li>• What “locavore” means.</li> <li>• Why water conservation is important everywhere.</li> <li>• How a foodservice establishment can reduce total waste.</li> <li>• Why energy conservation is important in the restaurant business.</li> <li>• How Americans can cut down on unnecessary food waste.</li> <li>• What other countries are doing to fight unnecessary food waste.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Describe why nutrition is important to the restaurant and foodservice industry.</li> <li>• List the six basic types of nutrients found in food and their roles in people’s diets.</li> <li>• Explain how phytochemicals and fiber function in the body.</li> <li>• Describe the role of water in people’s diets.</li> <li>• Explain what food additives are and how they function in food.</li> <li>• Explain the role of digestion in nutrition and health.</li> <li>• Use the Dietary Guidelines for Americans and Choose My Plate to plan meals.</li> <li>• Describe the three major vegetarian diets.</li> <li>• List and describe techniques for food preparation that preserve</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>• Individual skill demonstration</li> <li>• Group activities</li> <li>• Graded written classwork</li> <li>• Maintenance of notebook</li> <li>• Submission of pertinent current events</li> <li>• Section quizzes</li> <li>• Partnered projects</li> <li>• Benchmark Assessments</li> <li>• Final exam</li> <li>• NRAEF Level 2 Exam</li> <li>• Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP 1-10</b>  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 10 class periods- assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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	<p>nutrients.</p> <ul style="list-style-type: none"> <li>• Suggest ways to make menus and recipes more healthful.</li> <li>• List and define recent developments in food production that may affect nutrition.</li> <li>• Identify the issues surrounding the global production of seafood, coffee, animals, and how sustainability and conservation are connected. Explain why each is important.</li> <li>• Describe the steps a restaurant or foodservice operation should take to purchase and then promote the use of sustainable food products.</li> <li>• Describe local sourcing.</li> <li>• List the different types of growing practices.</li> <li>• List the issues surrounding the global production of seafood, coffee, animals, and organic food.</li> <li>• Explain why water conservation is important and list the ways a restaurant or foodservice operation can improve its water usage efficiency.</li> <li>• Explain the differences between renewable and nonrenewable energy sources.</li> <li>• Describe why energy efficiency is important and in what ways a</li> </ul>		
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	<p>restaurant or foodservice operation can improve its energy usage efficiency.</p> <ul style="list-style-type: none"><li>• Describe ways a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way.</li><li>• Describe how a restaurant or foodservice operation can reduce the total amount of its waste.</li><li>• List items that a restaurant or foodservice operation can reuse or recycle.</li><li>• Describe greenwashing and ways a restaurant or foodservice operation can avoid it.</li></ul>		
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<b>CONTENT: Unit 9</b>			
<b>Theme:</b> Meats			
<b>Essential Questions:</b> How are grades determined for meats? What are the best cuts to buy in the grocery store?		Which cuts should be roasted, and which should be braised? What knives should I use to cut meat? What is aged beef?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>The characteristics of each grade of meat.</li> <li>How to store meats</li> <li>How to identify the most common cuts of the most common meats.</li> <li>What animals most meats come from.</li> <li>Cook several types of meat using the proper method for the cuts presented.</li> <li>Cut larger cuts into smaller “supermarket” cuts.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Outline the federal grading systems for meat.</li> <li>Identify the most common animals used for meat.</li> <li>Identify receiving and storage procedures for meat.</li> <li>Identify the most common cuts of meat and where they come from on the animal.</li> <li>Butcher simple cuts of beef.</li> <li>Describe the processes of aging beef.</li> <li>Apply basic techniques for cooking meat.</li> <li>Match various cooking methods with different forms of meat.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP</b> 1-10  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 10 class periods- assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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<b>CONTENT: Unit 10</b>			
<b>Theme:</b> Poultry & Seafood			
<b>Essential Questions:</b> How is a chicken cut into pieces? What animals are considered poultry?		What are the different types of seafood? Which fishes are sustainable seafood? How long can fresh seafood be stored?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>How poultry is processed and graded.</li> <li>How to receive and store poultry.</li> <li>What animals are considered poultry or fowl.</li> <li>The different ways to fabricate a whole chicken.</li> <li>To cook chicken different ways.</li> <li>To prepare classic poultry dishes.</li> <li>How to buy fish and seafood successfully.</li> <li>The methods of cleaning and cutting fish and seafood.</li> <li>How seafood is graded.</li> <li>The difference between farm-raised and wild caught seafood.</li> <li>The taste differences between oily fish vs, lighter fish and the health benefits of each.</li> <li>Classic seafood preparations.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Outline the federal grading systems for poultry.</li> <li>Describe various kinds of poultry.</li> <li>Identify receiving and storage procedures for poultry.</li> <li>Demonstrate the steps for fabricating poultry.</li> <li>Apply basic techniques for cooking poultry.</li> <li>Match various cooking methods with different forms of poultry.</li> <li>Outline the federal grading systems for seafood.</li> <li>Describe the various kinds of seafood.</li> <li>Identify procedures for receiving and storing seafood.</li> <li>Demonstrate the steps for fabricating seafood.</li> <li>Apply basic techniques for cooking seafood.</li> <li>Match various cooking methods with different forms of seafood</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP 1-10</b>  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.
		<b>Pacing Chart/ Time Frame:</b> 13 class periods- assessment	
		<b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.	

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<b>CONTENT: Unit 11</b>			
<b>Theme:</b> Yeast Breads			
<b>Essential Questions:</b> Why does bread rise? Why do some breads have a crunchy crust and some don't?		What makes some breads "chewy"? When is the bread kneaded enough?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>The forms, characteristics and uses of yeast.</li> <li>The types of yeast breads.</li> <li>To properly portion and knead dough.</li> <li>To make soft crust bread</li> <li>To make crunchy crust bread.</li> <li>The steps to making yeast breads.</li> <li>How to tell if the bread is finished baking</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Understand the different types of yeast and how they are obtained.</li> <li>Identify the forms of yeast.</li> <li>Make a "sponge"</li> <li>List the ingredients that bread may contain and the effect these have on the finished product.</li> <li>Describe the two basic types of yeast bread dough.</li> <li>Describe the two basic methods used to make yeast breads.</li> <li>List the 10 basic steps to making yeast bread.</li> <li>Accurately portion dough.</li> <li>Bake bread with and without steam.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>Individual skill demonstration</li> <li>Group activities</li> <li>Graded written classwork</li> <li>Maintenance of notebook</li> <li>Submission of pertinent current events</li> <li>Section quizzes</li> <li>Partnered projects</li> <li>Benchmark Assessments</li> <li>Final exam</li> <li>NRAEF Level 2 Exam</li> <li>Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP</b> 1-10  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.  <b>Pacing Chart/ Time Frame:</b> 12 class periods - assessment  <b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u><i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</i></u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.

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PROSTART LEVEL 2

<b>CONTENT: Unit 12</b>			
<b>Theme:</b> Cakes, pies & Desserts			
<b>Essential Questions:</b> What makes a soufflé' puff up? What is a laminated dough? Can you make phyllo dough at home?		What are the different types of cakes? How is chocolate made? How would you serve poached fruit?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• How to make different types of cakes from “scratch”</li> <li>• How to make different icings and glazes.</li> <li>• How to attractively apply icings and glazes.</li> <li>• To make eclairs or cream puffs</li> <li>• To work with phyllo dough</li> <li>• To prepare Danish dough</li> <li>• How to prepare pie crusts, both sweet and savory.</li> <li>• To prepare bite sized baked goods.</li> <li>• How to temper chocolate.</li> <li>• To make ganache and truffles.</li> <li>• The preparation types of frozen desserts.</li> <li>• How to poach fruits and serve with custard sauce.</li> <li>• Different methods of decorating plates, cakes, pies, pastries and custards.</li> <li>• Prepare classic dessert sauces</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Prepare cake batter using a variety of methods.</li> <li>• Identify the functions of icings and determine which are best suited for different baked goods.</li> <li>• Prepare various icings.</li> <li>• Prepare various soufflés.</li> <li>• Prepare pie dough using the 3-2-1 method.</li> <li>• Explain what it means to bake blind.</li> <li>• Prepare laminated dough.</li> <li>• Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder.</li> <li>• Identify storing procedures for chocolate.</li> <li>• Execute the procedure for melting chocolate.</li> <li>• Prepare baked and stirred custards, and explain how the products are used in desserts.</li> <li>• Prepare various types of frozen desserts.</li> <li>• Prepare various poached fruits and tortes.</li> <li>• Describe various types of dessert sauces.</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>• Individual skill demonstration</li> <li>• Group activities</li> <li>• Graded written classwork</li> <li>• Maintenance of notebook</li> <li>• Submission of pertinent current events</li> <li>• Section quizzes</li> <li>• Partnered projects</li> <li>• Benchmark Assessments</li> <li>• Final exam</li> <li>• NRAEF Level 2 Exam</li> <li>• Qualified work for COA</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13, 9.2.12.C.1-9 7.1.NM.B, 7.1.NH.B, 7.1.IL.B RST.11-12.3, RST.11-12.4, RST.11-12.7, WHST11-12.9., WHST.11-12.7, HS-PS3, HS-PS1 ,HS-LS1, <b>CRP 1-10</b>  <b>NASAFACS:</b> 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 13.1,13.2, 13.3, 13.4, 13.5, 13.6, 14.3, 14.4, 14.5.
		<b>Pacing Chart/ Time Frame:</b> 20 class periods- assessment	
		<b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <u>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2nd.ed.,</u>  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs, Chromebooks.	