

### Culinary III – Prostart 1 Curriculum Guide

**Pacing Guide: Culinary III – Prostart I 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 – Overview of the Foodservice Industry/Careers/Professional Expectations - 12 class periods
- Unit 2 – Introduction to Management & Communication Skills - 10 class periods
- Unit 3 – Food Safety/ Cleanliness/Food Flow Safety (HACCP) – 8 class periods
- Unit 4 – Risk Management & Workplace safety Procedures – 5 class periods
- Unit 5 – Foodservice Equipment, Knives & Small wares – 10 class periods
- Unit 6 – Kitchen Basics & Culinary Math – 10 class periods
- Unit 7 – Salads, Sandwiches & Pizza – 20 class periods
- Unit 8 – Stocks, Sauces & Soups – 20 class periods
- Unit 9 – Cooking Methods – 20 class periods
- Unit 10 – Introduction to Baking – 20 class periods
- Unit 11 – Principles of Great Service & Front-of-House-Basics – 10 class periods

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**21st Century Skills Standards:**

**9.1 Personal Financial Literacy**

**9.1.12. A.1:** Differentiate among the types of taxes and employee benefits.  
**9.1.12. A.2:** Differentiate between taxable and nontaxable income.  
**9.1.12. A.4:** Identify a career goal and develop a plan and timetable for achieving it, including education/training requirements, costs and possible debt.  
**9.1.12. A.5:** Analyze how economic, social, & political conditions of a time period can affect the labor market.  
**9.1.12. A.6:** Summarize the financial risks and benefits of entrepreneurship as a career choice.  
**9.1.12. A.13:** Analyze the impact of the collective bargaining process on benefits, income, & fair labor practice.

**9.2 Career Awareness**

**9.2.12. C.1:** Review career goals and determine steps necessary for attainment.  
**9.2.12. C.3:** Identify transferable career skills and design alternate career plans.  
**9.2.12. C.4:** Analyze how economic conditions and societal changes influence employment trends and future education.  
**9.2.12. C.6:** Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.  
**9.2.12. C.7:** Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.  
**9.2.12. C.8:** Assess the impact of litigation and court decisions on employment laws and practices.  
**9.2.12. C.9:** Analyze the correlation between personal and financial behavior and employability.

**Technology Standards:**

**8.1 Educational Technology:** 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.  
**C: Communication and Collaboration:** 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.  
**E: Research and Information Fluency:** Students apply digital tools to gather, evaluate and use information.  
**F: Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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<b>Career Ready Practices</b>	<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2.</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3.</b> Attend to personal health and financial well-being.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6.</b> Demonstrate creativity and innovation.</p> <p><b>CRP7.</b> Employ valid and reliable research strategies.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9.</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11.</b> Use technology to enhance productivity.</p> <p><b>CRP12.</b> Work productively in teams while using cultural global competence.</p>
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<p><b>National Standards for FCS (NASAFACS)</b> <b>Career, Community and Family Connections</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>Facilities and Property Management</b></p>	<p><b>5.1</b> Analyze career paths within the facilities management and maintenance areas.  <b>5.2</b> Demonstrate planning, organizing, and maintaining an efficient operation of residential or commercial facilities.  <b>5.3</b> Demonstrate sanitation procedures for a clean and safe environment.  <b>5.4</b> Apply hazardous materials and waste management procedures  <b>5.5</b> Demonstrate a work environment that provides safety and security.  <b>5.7</b> Demonstrate facilities management functions.</p>
<p><b>Food Production and Services</b></p>	<p><b>8.1</b> Analyze career paths within the food production and food services industries.  <b>8.2</b> Demonstrate food safety and sanitation procedures  <b>8.3</b> Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.  <b>8.4</b> Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.  <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.  <b>8.6</b> Demonstrate implementation of food service management and leadership functions.  <b>8.7</b> Demonstrate the concept of internal and external customer service.</p>
<p><b>Food Science, Dietetics, and Nutrition</b></p>	<p><b>9.1</b> Analyze career paths within food science, food technology, dietetics, and nutrition industries.  <b>9.2</b> Apply risk management procedures to food safety, food testing, and sanitation  <b>9.3</b> Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans  <b>9.4</b> Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.  <b>9.5</b> Demonstrate use of science and technology advancements in food product development and marketing.  <b>9.6</b> Demonstrate food science, dietetics, and nutrition management principles and practices.  <b>9.7</b> Demonstrate principles of food biology and chemistry.</p>

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<b>Hospitality, Tourism, and Recreation</b>	<b>10.1</b> Analyze career paths within the hospitality, tourism and recreation industries. <b>10.2</b> Demonstrate procedures applied to safety, security, and environmental issues. <b>10.3</b> Apply concepts of quality service to ensure customer satisfaction.
<b>Interpersonal Relationships</b>	<b>13.1</b> Analyze functions and expectations of various types of relationships. <b>13.2</b> Analyze personal needs and characteristics and their effects on interpersonal relationships. <b>13.3</b> Demonstrate communication skills that contribute to positive relationships. <b>13.4</b> Evaluate effective conflict prevention and management techniques. <b>13.5</b> Demonstrate teamwork and leadership skills in the family, workplace, and community. <b>13.6</b> Demonstrate standards that guide behavior in interpersonal relationships.
<b>Nutrition and Wellness</b>	<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. <b>14.4</b> Evaluate factors that affect food safety from production through consumption. <b>14.5</b> Evaluate the influence of science and technology on food, nutrition, and wellness

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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.

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<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> </ul>	<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> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Permit retake for failing</li> </ul>	<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 into smaller units in phases as needed by student</li> </ul> <p><b>Modification for Assessments</b></p>

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	<ul style="list-style-type: none"> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul> <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> <ul style="list-style-type: none"> <li>• WIDA Standards</li> <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>	<p>grades</p> <ul style="list-style-type: none"> <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>	<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: Overview of the Foodservice Industry/Careers/Professional Expectations</b>					
<b>Essential Questions:</b> What type of businesses make up the hospitality, lodging and tourism industries? What are the foodservice opportunities in the travel and tourism industry?		What is a front-of-the-house employee? What are the skills needed by foodservice professionals? What are ethics and why are they important?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>The segments of the restaurant and foodservice industry and the types of businesses that make up the travel and tourism industry.</li> <li>A world-outlook of the growth history of the hospitality industry.</li> <li>Chefs and entrepreneurs who have influenced food service.</li> <li>Career opportunities in the hospitality industry.</li> <li>Who rates lodging and foodservice and on what it is based.</li> <li>Skills needed by foodservice professionals.</li> <li>What professionalism means in the hospitality industry.</li> <li>The benefits of diversity to a workplace.</li> <li>How stereotypes and prejudices can negatively affect working together.</li> <li>The impact of teamwork towards common goals.</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 the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.</li> <li>Categorize the types of businesses that make up the hospitality, lodging, and tourism industries, and identify their foodservice opportunities.</li> <li>Outline the growth of the hospitality industry throughout the history of the United States.</li> <li>Identify the two major categories of jobs in the restaurant and foodservice industry.</li> <li>Identify skills needed by foodservice professionals.</li> <li>Identify career opportunities in the restaurant and foodservice industry.</li> <li>List factors for maintaining health and wellness throughout a restaurant or foodservice career.</li> <li>Define professionalism, and explain what it means to hospitality professionals.</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</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 1 Exam</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9  CRP 1-10  NASAFACS: 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). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level One 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials



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	<ul style="list-style-type: none"><li>• Understand the importance of personal appearance and grooming standards to your employment.</li><li>• Recognize the connections between your professional life and your personal life.</li><li>• List the basic expectations that employers have for an employee in a foodservice setting.</li><li>• Explain the concept of teamwork.</li><li>• Describe ethics, and explain their importance to the restaurant and foodservice industry.</li><li>• Identify the benefits of diversity to a workplace.</li><li>• Explain how stereotypes and prejudices can negatively affect working together.</li><li>• Identify how employees' roles and jobs impact an organization's mission and goals.</li><li>• Outline the steps to resigning from a job.</li></ul>		
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<b>CONTENT: Unit 2</b>		
<b>Theme: Introduction to Management &amp; Communication Skills</b>		
<b>Essential Questions:</b> What are the major responsibilities of a manager? What are the behaviors of a leader? What are the steps to solving a problem?		What types of communication are vital in business? What are obstacles to proper communication?
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>• The behaviors of a leader.</li> <li>• Ways to promote diversity in the workplace.</li> <li>• The steps for solving a problem</li> <li>• What a SMART goal is,</li> <li>• The purpose of vision statements and mission statements</li> <li>• Obstacles to effective communication, how to prevent them.</li> <li>• Interpersonal communication in the workplace.</li> <li>• Effective writing and speaking skills in the workplace.</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>• List the major responsibilities of a manager.</li> <li>• Identify the behaviors of a leader.</li> <li>• Identify common expectations that employees have about managers.</li> <li>• List ways to promote diversity in the workplace.</li> <li>• List the steps for solving a problem, and explain how each step contributes to finding a solution.</li> <li>• Explain what a SMART goal is.</li> <li>• Explain the purpose of vision statements and mission statements, and contrast their differences.</li> <li>• Describe the communication process.</li> <li>• Identify obstacles to effective communication, and explain how to prevent them.</li> <li>• Demonstrate effective listening skills. Demonstrate effective speaking skills.</li> <li>• Demonstrate effective writing skills.</li> <li>• Describe interpersonal communication in the workplace.</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>  <ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>
		<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.  <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 One 2<sup>nd</sup> ed.</i></u> , Chicago, IL: National Restaurant Association Solutions, LLC.  Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials

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<b>CONTENT: Unit 3</b>					
<b>Theme: Food Safety/Cleanliness/Food Flow Safety</b>					
<b>Essential Questions:</b> What are the four types of pathogens that can contaminate food and cause foodborne illness? How are the federal, state and local governments each involved in food safety?		What personal behaviors can contaminate food? What is the FIFO method of stock rotation? What is the difference between cleaning and sanitizing?			
<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>• The concepts and procedures of the flow (HACCP) system of food safety and why they are important.</li> <li>• The difference between sanitize and clean and the general procedures for both.</li> <li>• How to recognize the presence of pests and how to control them.</li> <li>• The importance of a food management system</li> <li>• Calibration of thermometers.</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 the most common allergens and methods for preventing allergic reactions.</li> <li>• List the steps to proper handwashing, and identify when hands should be washed.</li> <li>• Identify proper personal hygiene practices and appropriate work attire.</li> <li>• List the steps to proper handwashing, and identify when hands should be washed.</li> <li>• Identify proper personal hygiene practices and appropriate work attire.</li> <li>• Recognize the need for food defense systems.</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</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 1 Exam</li> </ul>	<b>Standards:</b> NJSLS: 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.  <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 One 2<sup>nd</sup> ed.</i></u> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials

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	<ul style="list-style-type: none"><li>• Identify criteria for accepting or rejecting food during receiving.</li><li>• Outline proper procedures for cleaning and sanitizing tools and equipment</li><li>• Identify ways to handle food ready for service.</li><li>• Outline proper procedures for managing pests.</li><li>• Build upon basic cooking and knife skills.</li></ul>		
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<b>CONTENT: Unit 4</b>			
<b>Theme: Risk Management &amp; Workplace Safety Procedures</b>			
<b>Essential Questions:</b> What is the purpose of OSHA? What is a general safety audit and why is it important?.		How can burns be prevented in a professional kitchen? How can they be treated? What are the proper procedures for handling and cleaning knives? What are 4 emergencies that employees might have to handle in a foodservice operation?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	<b>Standards:</b> NJLSL: 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.  NASAFACS: 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.
<ul style="list-style-type: none"> <li>• What OSHA is and what their role in business entails.</li> <li>• Protective clothing and equipment used in the foodservice industry.</li> <li>• Basic fire avoidance and suppression in the kitchen.</li> <li>• Basic first-aid procedures.</li> <li>• The proper way to lift and carry heavy items.</li> <li>• Knife safety and proper use.</li> <li>• The importance of location security.</li> </ul>	<ul style="list-style-type: none"> <li>• State who is legally responsible for providing a safe environment and ensuring safe practices.</li> <li>• Define the role of Occupational Safety and Health Administration regulations.</li> <li>• State the Hazard Communication Standard requirements for employers.</li> <li>• List the requirements for storing hazardous chemicals in an operation.</li> <li>• Explain the importance of general safety audits and safety training.</li> <li>• List ways to use protective clothing and equipment to prevent injuries.</li> <li>• Identify procedures for preventing slips, trips, and falls in a foodservice operation.</li> <li>• Demonstrate proper lifting and carrying procedures to avoid injury.</li> <li>• Explain the purpose of an emergency plan.</li> <li>• Define the terms harassment-free environment and mutually respectful workplace.</li> <li>• List guidelines for handling harassment claims.</li> <li>• Demonstrate correct and safe use of knives.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<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 One 2<sup>nd</sup> ed.</i></u> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials	

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	<ul style="list-style-type: none"><li>• Outline basic first aid concepts and procedures.</li><li>• Recognize the importance of locking doors.</li><li>• Build upon basic cooking and knife skills.</li></ul>		
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<b>CONTENT: Unit 5</b>			
<b>Theme: Foodservice Equipment, Knives &amp; Small wares</b>			
<b>Essential Questions:</b> What are the different types of knives and their uses? What are the hand tools commonly used in a professional kitchen?		What are the functions of major foodservice equipment? What are the classical knife cuts and where are they used?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.
<ul style="list-style-type: none"> <li>• Proper storage of food and supplies.</li> <li>• Correct and safe use of small food prep equipment.</li> <li>• Proper knives for the job at hand.</li> <li>• Safe handling, cleaning and sharpening of kitchen knives and sharps, both manually and by machine</li> <li>• The proper use of kitchen scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the equipment needed for receiving and storing food and supplies.</li> <li>• List the different types of food-preparation equipment, and give examples of their uses.</li> <li>• Demonstrate correct and safe use of food-preparation equipment (e.g., slicers, mixers, etc.).</li> <li>• Identify the kitchen equipment needed for holding and serving food and beverages.</li> <li>• Identify hand tools and small equipment.</li> <li>• List the different types of knives used in the foodservice kitchen, and give examples of their uses.</li> <li>• Demonstrate the correct holding and cutting motions for a chef's knife.</li> <li>• Demonstrate the classical knife cuts.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<p>NASAFACS: 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.</p>
			<b>Pacing Chart/ Time Frame:</b> 10 class periods - assessment
			<b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level One 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials

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<b>CONTENT: Unit 6</b>					
<b>Theme: Kitchen Basics &amp; Culinary Math</b>					
<b>Essential Questions:</b> What are the jobs/positions in a professional kitchen? What is <i>mise en place</i> and why is it important? How do you read a nutrition label?		What are AP and EP, and how are they calculated? How do you price an item for sale?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• The proper use of kitchen scales.</li> <li>• Read a nutrition label</li> <li>• How a professional kitchen is set up.</li> <li>• What a standardized recipe and why it is useful and necessary.</li> <li>• How to write a standardized recipe</li> <li>• How to calculate food costs.</li> <li>• How to calculate prices.</li> <li>• Conversion of recipes to a desired yield.</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>• List the major positions in a modern, professional kitchen.</li> <li>• Explain the importance of <i>mise en place</i>.</li> <li>• Explain the difference between seasoning and flavoring.</li> <li>• Describe and demonstrate basic preparation techniques.</li> <li>• Interpret information on a nutrition label.</li> <li>• Identify the components and functions of a standardized recipe.</li> <li>• Convert recipes to yield smaller and larger quantities based on operational needs.</li> <li>• Demonstrate measuring and portioning using the appropriate small wares and utensils.</li> <li>• Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.</li> <li>• Calculate the total cost and portion costs of a standardized recipe.</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.  CRP 1-10  NASAFACS: 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). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level One 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials



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<b>CONTENT: Unit 7</b>			
<b>Theme: Salads, Sandwiches &amp; Pizza</b>			
<b>Essential Questions:</b>			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Different types of salads</li> <li>• Different components of salads</li> <li>• Types of salad dressings</li> <li>• Preparation of salads</li> <li>• The differences between types of oils and vinegars</li> <li>• Different types and styles of sandwiches.</li> <li>• Types of salad fillings</li> <li>• Preparation of sandwiches</li> <li>• Pizza components</li> <li>• Preparation of Pizza</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Explain the roles of salads on the menu.</li> <li>• Identify and describe the various ingredients used to make salads.</li> <li>• List the four parts of a salad, and explain the role of each.</li> <li>• Identify and prepare various types of salad.</li> <li>• Identify procedures for cleaning and storing salad greens.</li> <li>• Differentiate among various oils and vinegars.</li> <li>• Prepare vinaigrettes and other emulsions.</li> <li>• Describe and prepare various common dips.</li> <li>• Give examples of different types of sandwiches, including simple hot, open-faced, tea (or finger), grilled, deep-fried, and simple cold.</li> <li>• Explain the roles of the three components of a sandwich: bread, spread, and filling.</li> <li>• List the components of a sandwich station.</li> <li>• Prepare several types of sandwiches.</li> <li>• Give examples of different styles of pizza.</li> <li>• Prepare various types of pizza.</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<p><b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.</p> <p>CRP 1-10</p> <p>NASAFACS: 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.</p>
			<p><b>Pacing Chart/ Time Frame:</b> 20 class periods- assessment</p>
			<p><b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level One 2<sup>nd</sup> ed.</i>, Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives &amp; Appliances, Cookbooks, Maps, Internet Resources, DVDs. Student Chromebooks. Teacher prepared materials</p>

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<b>CONTENT: Unit 8</b>						
<b>Theme: Stocks, Sauces &amp; Soups</b>						
<b>Essential Questions:</b> What are the four essential parts of a stock and the proper ingredients for each? What is a <i>bouquet garni</i> ?		What are the mother sauces? What other sauces are made from them? What are the 2 basic types of soup?				
<p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>The proper way to prepare stocks and soups.</li> <li>The preparation of the 5 mother sauces and sauces made from them.</li> <li>The safe way to cool and store stocks, soups and sauces.</li> <li>Match foods with the correct type of sauces.</li> <li>How to clarify a stock for consommé.</li> <li>The difference and uses of herbs and spices in soups and sauces.</li> <li>How to prepare some of the more popular soups.</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Identify the four essential parts of stock and the proper ingredients for each.</li> <li>List and explain the various types of stock and their ingredients.</li> <li>Demonstrate three methods for preparing bones for stock.</li> <li>Prepare the ingredients for and cook several kinds of stocks.</li> <li>List the ways to cool stock properly.</li> <li>Identify the grand sauces and describe other sauces made from them. (mother sauces)</li> <li>List the proper ingredients for sauces.</li> <li>Prepare several kinds of sauces.</li> <li>Match sauces to appropriate food.</li> <li>Identify the two basic kinds of soups and give examples of each.</li> <li>Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.</li> <li>Prepare several kinds of soups.</li> <li>Build upon basic cooking and knife skills.</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>Cooking lab participation</li> <li>Preparation of Time-Work schedules</li> <li>Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<p><b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.</p> <p>CRP 1-10</p> <p>NASAFACS: 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.</p>			
					<p><b>Pacing Chart/ Time Frame:</b> 20 class periods-assessment</p>	
					<p><b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level One 2<sup>nd</sup> ed.</i>, Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives &amp; Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials</p>	

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<b>CONTENT: Unit 9</b>					
<b>Theme: Cooking Methods</b>					
<b>Essential Questions:</b> What are the different types of cooking? Why is it important to use certain methods for certain cuts of food?		What is sous vide cooking? How do I tell if a food is done?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• The different methods of cooking</li> <li>• The different methods of heat transfer, pros and cons for each.</li> <li>• Checking for doneness by sight, feel and temperature.</li> <li>• Prepare foods from each of the methods.</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>• List and explain the three types of heat transfer.</li> <li>• Describe dry-heat cooking methods, and list the foods to which they are suited.</li> <li>• Describe moist-heat cooking methods, and list the foods to which they are suited.</li> <li>• Describe combination-heat cooking methods, and list the foods to which they are suited.</li> <li>• Describe sous vide and microwave cooking techniques.</li> <li>• Identify ways to determine if a food has reached the correct degree of doneness.</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.  CRP 1-10  NASAFACS: 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
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<b>CONTENT: Unit 10</b>			
<b>Theme: Introduction to Baking</b>			
<b>Essential Questions:</b> What are the different types of baking? How do I tell if bread is done baking?		What are the different types of cookies? What is leavening? How are bakers percentages used?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.  CRP 1-10  NASAFACS: 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.
<ul style="list-style-type: none"> <li>• How to measure for baking.</li> <li>• What substitutions will work in a baking formula..</li> <li>• Preparation of cookies.</li> <li>• The types of cookies</li> <li>• Types of leavening agents and how they are used.</li> <li>• Types of quick breads.</li> <li>• Preparation of quick breads.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate ingredient weights using baker’s percentages.</li> <li>• Convert baking recipes to a new yield.</li> <li>• Prepare various types of cookies.</li> <li>• Prepare various types of quick bread.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<b>Pacing Chart/ Time Frame:</b> 20 class periods- assessment
			<b>Materials:</b> The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level One 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials

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<b>CONTENT: Unit 11</b>					
<b>Theme: Principles of Great Service &amp; Front-of-House Basics</b>					
<b>Essential Questions:</b> What do I do with an unhappy customer? How do I set a table?		What is suggestive sellin? How do I take orders at a table, and know who gets which plate? What is a POS system?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• The importance of customer service</li> <li>• Ways to obtain feedback data from customers.</li> <li>• How to resolve customer conflicts.</li> <li>• What a well-stocked service station contains.</li> <li>• Tools used by servers.</li> <li>• How to greet and take orders from a table.</li> <li>• Types of suggestive selling</li> <li>• Basics to serving alcoholic beverages.</li> <li>• Types of table service.</li> <li>• Setting a table.</li> <li>• Serving a table food and beverages.</li> <li>• Different methods of payment.</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 the importance of customer service to the restaurant and foodservice industry.</li> <li>• List the reasons for making a good first impression, and give examples of how to make one.</li> <li>• Describe special needs that some customers might have.</li> <li>• List ways to obtain feedback from guests and determine their satisfaction.</li> <li>• Explain how customer complaints should be resolved.</li> <li>• Describe service staff roles, and list the duties and responsibilities of each</li> <li>• Identify various server tools and the correct way to stock a service station.</li> <li>• Outline the process for receiving and recording reservations and special requests.</li> <li>• Demonstrate taking orders at the table, beginning with the greeting.</li> <li>• Define suggestive selling, and give examples of how to do it.</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Cooking lab participation</li> <li>• Preparation of Time-Work schedules</li> <li>• Written food &amp; lab evaluations</li> <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 1 Exam</li> </ul>	<b>Standards:</b> 9.1.12.A.1, 2, 4-6, 13. 9.2.12.C.1-9.  CRP 1-10  NASAFACS: 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). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level One 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
FAMILY AND CONSUMER SCIENCES DEPARTMENT

	<ul style="list-style-type: none"><li>• Identify basic guidelines for serving alcohol to guests.</li><li>• Describe the four traditional styles of service: American, French, English, and Russian.</li><li>• Identify contemporary styles of service.</li><li>• Demonstrate setting and clearing items properly.</li><li>• Prepare various types of hot beverages.</li><li>• Demonstrate service procedures for hot beverages.</li><li>• Prepare various types of cold beverages.</li><li>• Demonstrate service procedures for cold beverages.</li><li>• List methods for processing payment.</li></ul>		
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