

**Carlstadt-East Rutherford Regional School District  
Family and Consumer Sciences Department  
ProStart 2 Curriculum**

**Course Description**

ProStart Level 2 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.

ProStart Level 2 is the second course of a two-year program for students seeking a career in the Culinary Arts field after High School as well as providing a pathway for Certification upon completion of the two-year program and meeting all Certificate of Achievement requirements.

**Course Overview and Pacing Guide (should total ~ 40 WEEKS)**

Unit	Topic	Time Frame
1	Reaching Your Customers	4 weeks
2	Culinary Exploration	12 weeks
3	Managing Costs	4 weeks
4	Today's Operational Concerns	4 weeks
5	Meat, Poultry, and Seafood	8 weeks
6	Baking and Desserts	8 weeks

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<b>Computer Science and Design Thinking (Standard 8)</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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<i>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Act as a responsible and contributing community members and employee	CRP 1 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions	CRP 3 - Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation	CRP 4 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them	CRP 5 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management	CRP 6 - Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals	CRP 7 - Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity	CRP 8 - Students find and maximize the productive value of existing and new technology to accomplish

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increase collaboration and communicate effectively	workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence	CRP 9 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
<b>21st Century Life and Career Standard 9.3- Career &amp; Technical Education (CTE)</b>	
<b>Career Cluster</b>	<b>Performance Expectation</b>
Hospitality & Tourism	9.3.HT.1- Describe the key components of marketing and promoting hospitality and tourism products and services. 9.3.HT.2- Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy. 9.3.HT.3- Demonstrate hospitality and tourism customer service skills that meet customers' needs. 9.3.HT.4- Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. 9.3.HT.5- Identify potential, real, and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. 9.3.HT.6- Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
Restaurants & Food/ Beverage Services	9.3.HT-RFB.1- Describe ethical and legal responsibilities in food and beverage service facilities. 9.3.HT-RFB.2- Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.3- Use information from cultural and geographical studies to guide customer service divisions in food and beverage service facilities. 9.3.HT-RFB.4- Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.5-Research costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage service facilities. 9.3.HT-RFB.6- Explain the benefits of the use of computerized systems to manage food service operations and guest service. 9.3.HT-RFB.7- Utilize technical resources for food services and beverage operations to update or enhance present practice. 9.3.HT-RFB.8- Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9- Describe career opportunities and qualifications in the restaurant and food service industry. 9.3.HT-RFB.10- Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities
<b>National Standards for FCS (NASAFACS)</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
1.2- Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.	1.2.1- Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career. 1.2.2- Demonstrated job seeking and job keeping skills.

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	<p>1.2.3- Apply communication skills in school, community, and workplace settings and with diverse populations.</p> <p>1.2.4- Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations.</p> <p>1.2.5- Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies, in workplace settings.</p> <p>1.2.6- Demonstrate leadership skills and abilities in school, workplace, and community settings.</p> <p>1.2.7- Analyze factors that contribute to maintaining safe and healthy school, work, and community environments.</p> <p>1.2.8- Demonstrate employability skills, work ethics, and professionalism.</p>
5.1- Analyze career paths within the facilities management and maintenance areas.	<p>5.1.1- Explain the roles and functions of individuals engaged in facilities management careers.</p> <p>5.1.2- Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>5.1.3- Summarize education and training requirements and opportunities for career paths in facilities management.</p>
5.2- Demonstrate planning, organizing, and maintaining an efficient operation of residential or commercial facilities.	<p>5.2.2- Operate cleaning equipment and tools.</p> <p>5.2.3- Manage use of supplies.</p> <p>5.2.4- Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.</p> <p>5.2.5- Perform facilities maintenance based on established standards and procedures.</p>
5.3- Demonstrate sanitation procedures for a clean and safe environment.	<p>5.3.2- Summarize federal and state regulations regarding safe handling, usage, and storage of chemicals.</p> <p>5.3.3- Apply Occupational Safety and Health Administration (OSHA) regulations to safety procedures for bloodborne pathogens present in blood and body fluids.</p> <p>5.3.5- Utilize Centers for Disease Control (CDC) standards.</p> <p>5.3.6- Integrate Americans with Disabilities Act (ADA) regulations.</p>
5.4- Apply hazardous materials and waste management procedures.	<p>5.4.2- Demonstrate a waste minimization plan.</p> <p>5.4.5- Describe procedures for safely handling and storing hazardous materials and waste products.</p>
5.5- Demonstrate a work environment that provides safety and security.	<p>5.5.1- Design procedures for external and internal emergencies.</p> <p>5.5.2- Apply security procedures.</p> <p>5.5.3- Demonstrate safe procedures in the use, care, and storage of equipment.</p> <p>5.5.4- Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies.</p> <p>5.5.5- Apply procedures for control of infection and infectious materials.</p>
5.7- Demonstrate facilities management functions.	<p>5.7.1- Demonstrate quality customer service which exceeds customer expectations in diverse settings.</p> <p>5.7.4- Conduct orientation, regular training and education, and on-the-job training/ retraining, considering employee diversity.</p> <p>5.7.5- Demonstrate techniques and strategies to evaluate employee diversity.</p> <p>5.7.6- Apply principles of purchasing and receiving in facility management operations.</p> <p>5.7.7- Implement procedures to control inventory.</p>
8.1- Analyze career paths within the food production and food services industries.	<p>8.1.1- Explain the roles, duties, and functions of individuals engaged in food production and services careers.</p> <p>8.1.2- Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>8.1.3- Summarize education and training requirements and opportunities for career paths in food production and services.</p> <p>8.1.4- Analyze the correlation between food production and services occupations and local, state, national, and</p>

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	global economies.
8.2- Demonstrate food safety and sanitation procedures.	<p>8.2.1- Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.2- Employ food service management safety/sanitation program procedures, including CPR and first aid.</p> <p>8.2.3- Use knowledge of systems for documenting, investigating, reporting, and preventing foodborne illness.</p> <p>8.2.4- Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.</p> <p>8.2.5- Practice standard personal hygiene and wellness procedures.</p> <p>8.2.6- Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>8.2.8- Analyze current types of cleaning and sanitizing materials for proper use.</p> <p>8.2.9- Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.</p> <p>8.2.10- Demonstrate safe and environmentally responsible waste disposal and recycling methods.</p> <p>8.2.11- Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.</p>
8.3- Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	<p>8.3.1- Operate tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.2- Maintain tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.3- Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</p> <p>8.3.4- Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.</p> <p>8.3.5- Demonstrate procedures for safe and secure storage of equipment and tools.</p> <p>8.3.6- Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.</p>
8.4- Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	<p>8.4.1- Use computer-based menu systems to develop and modify menus.</p> <p>8.4.2- Apply menu-planning principles to develop and modify menus.</p> <p>8.4.3- Analyze food, equipment, and supplies needed for menu production.</p> <p>8.4.4- Develop a variety of menu layouts, themes, and design styles.</p> <p>8.4.5- Prepare requisitions for food, equipment, and supplies to meet production requirements.</p> <p>8.4.7- Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.</p>
8.5- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	<p>8.5.1- Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>8.5.2- Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3- Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4- Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.</p> <p>8.5.5- Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p>

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	<p>8.5.6- Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.</p> <p>8.5.7- Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.8- Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.9- Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.</p> <p>8.5.10- Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.11- Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.</p> <p>8.5.12- Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>8.5.13- Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.</p> <p>8.5.14- Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p>
<p>8.6- Demonstrate implementation of food service management and leadership functions.</p>	<p>8.6.1- Apply principles of purchasing, receiving, and storing in food service operations.</p> <p>8.6.2- Practice inventory procedures including first in/ first out concept, date marking, and specific record keeping.</p> <p>8.6.3- Apply accounting procedures in planning and forecasting profit and loss.</p> <p>8.6.4- Examine the areas of risk management and legal liability within the food service industry.</p> <p>8.6.5- Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.</p> <p>8.6.7- Conduct staff orientation, initial training and education, consistent reinforcement of training principles, and on the job training; retraining.</p> <p>8.6.9- Design internal/external crisis management and disaster plans and response procedures.</p> <p>8.6.10- Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back-of-the-house operations.</p>
<p>8.7- Demonstrate the concept of internal and external customer service.</p>	<p>8.7.3- Analyze the relationship between employee attitude and skills and customer satisfaction.</p> <p>8.7.4- Apply procedures for addressing and resolving complaints.</p> <p>8.7.5- Demonstrate sensitivity to diversity and special needs</p>
<p>9.1- Analyze career paths within food science, food technology, dietetics, and nutrition industries.</p>	<p>9.1.1- Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.</p> <p>9.1.2- Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>9.1.3- Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition</p>
<p>9.2- Apply risk management procedures to food safety, food testing, and sanitation.</p>	<p>9.2.1- Analyze factors that contribute to food borne illness.</p> <p>9.2.2- Analyze food service management safety and sanitation programs.</p> <p>9.2.3- Implement industry standards for documenting, investigating, and reporting foodborne illnesses.</p> <p>9.2.4- Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.</p> <p>9.2.5- Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>9.2.6- Demonstrate standard procedures for receiving, storage, and preparation of raw and prepared foods.</p>

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	<p>9.2.7- Classify cleaning and sanitizing materials and their correct use.</p> <p>9.2.8- Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.</p> <p>9.2.9- Demonstrate waste disposal and recycling methods.</p>
9.3- Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	<p>9.3.1- Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2- Analyze nutritional data.</p> <p>9.3.3- Apply principles of food production to maximize nutrient retention in menus.</p> <p>9.3.4- Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.</p> <p>9.3.5- Analyze recipe/formula proportions and modifications for food production.</p> <p>9.3.6- Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.3.7- Plan menus, applying the exchange system to meet various nutrient needs.</p>
9.4- Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	<p>9.4.1- Analyze nutritional needs of individuals.</p> <p>9.4.2- Use nutritional information to support care planning.</p> <p>9.4.3- Determine when to provide a selective menu approach in nutrition therapy settings.</p> <p>9.4.4- Construct a modified diet based on nutritional needs and health conditions.</p> <p>9.4.5- Design instruction on nutrition to promote wellness and disease prevention.</p>
9.5- Demonstrate use of science and technology advancements in food product development and marketing.	<p>9.5.3- Prepare food for presentation and assessment.</p> <p>9.5.6- Conduct sensory evaluations of food products.</p>
9.6- Demonstrate food science, dietetics, and nutrition management principles and practices.	<p>9.6.1- Build menus to customer/ client preferences.</p> <p>9.6.4- Create standardized recipes</p> <p>9.6.9- Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.</p>
9.7- Demonstrate principles of food biology and chemistry.	<p>9.7.4- Explain the impact of molecular structure of simple and complex carbohydrates on digestion, nutrition, and food preparation procedures.</p> <p>9.7.5- Relate the composition of lipids and proteins to their functions in foods and their impact on food preparation and nutrition.</p> <p>9.7.6- Explain the value of molds and enzymes in food Products.</p> <p>9.7.7- Analyze the impact of food presentation methods and techniques on nutrient value, safety and sanitation, and consumer appeal of food and products.</p>
10.1- Analyze career paths within the hospitality, tourism and recreation industries.	<p>10.1.1- Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.</p> <p>10.1.2- Analyze opportunities for employment in hospitality, tourism, and recreation careers.</p> <p>10.1.3- Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.</p> <p>10.1.4- Analyze the correlation between the hospitality industry and local, state, national and global economies.</p>
10.2- Demonstrate procedures applied to safety, security, and environmental issues.	<p>10.2.1- Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.</p>



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	<p>10.2.2- Demonstrate procedures for assuring guest or customer safety.</p> <p>10.2.3- Evaluate evacuation plans and emergency procedures.</p>
<p>10.3- Apply concepts of quality service to ensure customer satisfaction.</p>	<p>10.3.1- Apply industry standards for service that meets cultural and geographic expectations of guests or customers.</p> <p>10.3.2- Analyze how employee dispositions can impact customer satisfaction.</p> <p>10.3.4- Analyze effects of customer relations on success of the hospitality, tourism, and recreation needs of special populations.</p> <p>10.3.5- Demonstrate effective cultural awareness and customer relations to meet the hospitality, tourism, and recreation needs of special populations.</p>
<p>13.1- Analyze functions and expectations of various types of relationships.</p>	<p>13.1.1- Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.6- Demonstrate stress management strategies for family, work, and community settings.</p>
<p>13.2- Analyze personal needs and characteristics and their effects on interpersonal relationships.</p>	<p>13.2.1- Analyze the effects of personal characteristics on relationships.</p>
<p>13.3- Demonstrate communication skills that contribute to positive relationships.</p>	<p>13.1.1- Analyze communication styles and their effects on relationships.</p> <p>13.3.2- Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</p> <p>13.3.3- Demonstrate effective listening and feedback techniques.</p>
<p>13.4- Evaluate effective conflict prevention and management techniques.</p>	<p>13.4.3- Apply the roles of decision making and problem solving in reducing and managing conflict.</p> <p>13.4.4- Demonstrate nonviolent strategies that address conflict.</p> <p>13.4.5- Demonstrate effective responses to harassment.</p> <p>13.4.6- Assess community resources that support conflict prevention and management</p>
<p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>	<p>13.5.1- Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.2- Demonstrate strategies to motivate, encourage, and build trust in group members.</p> <p>13.5.3- Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p> <p>13.5.4- Demonstrate techniques that develop team and community spirit.</p> <p>13.5.5- Demonstrate ways to organize and delegate responsibilities.</p> <p>13.5.6- Create strategies to integrate new members into the team.</p> <p>13.5.7- Demonstrate processes for cooperating, compromising, and collaborating.</p>
<p>14.1- Analyze factors that influence nutrition and wellness practices across the life span.</p>	<p>14.1.1- Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> <p>14.1.2- Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</p> <p>14.1.3- Investigate the governmental, economic, and technological influences on food choices and practices.</p> <p>14.1.4- Analyze the effects of global, regional, and local events and conditions on food choices and practices</p> <p>14.1.5- Analyze legislation and regulations related to nutrition and wellness.</p>
<p>14.3- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p>	<p>14.3.1- Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2- Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.</p> <p>14.3.3- Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food</p>

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	product. 14.3.4- Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.
14.4- Evaluate factors that affect food safety from production through consumption.	14.4.1- Analyze conditions and practices that promote safe food handling. 14.4.2- Analyze safety and sanitation practices. 14.4.3- Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production and the impact of genetically modified foods. 14.4.4- Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public. 14.4.5- Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention. 14.4.6- Analyze current consumer information about food safety and sanitation.
14.5- Evaluate the influence of science and technology on food, nutrition, and wellness.	14.5.1- Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods. 14.5.2- Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness. 14.5.3- Analyze the effects of technological advances on selection, preparation and home storage of food. 14.5.4- Analyze the effects of food science and technology on meeting nutritional needs.

**Interdisciplinary Connections**

NJSLS MATH N-Q A. Reason quantitatively and use units to solve problems.  
 NJSLS MATH MODELING  
 NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  
 NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  
 RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  
 RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  
 RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  
 RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  
 RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  
 NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
 NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences  
 NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
 NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating

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understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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<b>Modifications, Accommodations, and Differentiation</b>			
<b>English Language Learners</b>	<b>IEP / 504</b>	<b>At Risk Students</b>	<b>Gifted and Talented</b>
Scaffolding	Word walls	Teacher tutoring	Challenge assignments
Word walls	Visual aides	Peer tutoring	Enrichment activities
Sentence/paragraph frames	Graphic organizers	Study guides	Tiered activities
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Independent research/inquiry
Think alouds	Leveled readers	Extended time	Collaborative teamwork
Read alouds	Assistive technology	Parent communication	Higher level questioning
Highlight key vocabulary	Notes/summaries	Modified assignments	Critical/Analytical thinking tasks
Annotation guides	Extended time	Counseling	Self-directed activities
Think-pair- share	Answer masking		
Visual aides	Answer eliminator		
Modeling	Highlighter		
Cognates	Color contrast		

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<b>Unit Name</b>	Unit 1 Reaching Your Customers	Time Frame - 4 weeks
<b>Big Idea(s)/ Enduring Understanding</b>	Introduction to Marketing/ Menu Management	
<b>Instructional Materials and Resources</b>	The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website and Activity Workbook to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials	
<b>Technology Integration</b>	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

<b>Essential Questions</b>	<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Evidence of Learning (Assessments)</b>
What is marketing?	Define the term marketing	Individual skill demonstration
What is the purpose of a SWOT analysis and does it effect your marketing plan?	Describe the components of the traditional and contemporary marketing mix	Group Activities
What are public relations and how do they effect business?	Describe the elements of a marketing plan	Cooking Labs
What functions does a menu serve?	Identify the parts of a SWOT analysis	Written- Reflections
What are the different types of menus?	Identify various elements of a promotion mix.	Quizzes/ Tests
What factors must be considered when creating a menu?	Planning a Menu	
What are the various methods used to price a menu?	Pricing the Extras	
How can menu sales be analyzed?	Explain principles of menu layout and design	
	Identify menu types	
	Explain the purposes of a menu sales mix analysis	
	Define profitability and target margin.	
	Identify and Define 6 methods used to price menu items	

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<b>NJSLA</b>	8.1.12.IC.1, 8.1.12.IC.3, 8.1.12.DA.5, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
<b>21st Century Life and Career Standard 9.3- Career &amp; Technical Education (CTE)</b>	9.3.HT.1, 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5, 9.3.HT.6, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.4, 9.3.HT-RFB.5, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.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, 14.1, 14.3, 14.4, 14.5,
<b>Interdisciplinary Connections</b>	NJSLA MATH N-Q A, NJSLA MATH MODELING, NJSLA.R1., NJSLA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLA.W2., NJSLA.W3., NJSLA.W4., NJSLA.W6., NJSLA.W7., NJSLA.W8., NJSLA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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<b>Unit Name</b>	Unit 2- Culinary Exploration	Time Frame- 12 weeks
<b>Big Idea(s)/ Enduring Understanding</b>	Eggs and Dairy Products, Breakfast Cookery, Fruits, Vegetables, Potatoes, Grains, and Pasta	
<b>Instructional Materials and Resources</b>	The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website and Activity Workbook to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials	
<b>Technology Integration</b>	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

<b>Essential Questions</b>	<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Evidence of Learning (Assessments)</b>
What are the various types of milk and milk alternatives available today? How do they differ from each other?	Considerations in Storing Cheese	Individual skill demonstration
What are the various types of ceam available today? How do they differ from each other?	Cracking and Opening an Egg	Group Activities
What are cultured dairy products? What fat content do these products have?	Seperating Egg Whites and Yolks	Cooking Labs
What are the differences between butter and butter substitute?	Simmering or Hard Cooking Eggs In Shell	Written- Reflections
What are the primary kinds of cheese?	Baking Eggs	Quizzes/ Tests
What are the parts of an egg? How are eggs kept safe?	Cooking Shirred Eggs	
What are the different ways to cook an egg?	Poaching Eggs	
What are the different types of breakfast service?	Scrambling Eggs	
What are the various types of fruit?	Fried Eggs	
What factors affect purchasing decisions?	Rolled Omelet	
What is the correct storage method for fruit?	Flat Omelet ( Frittata)	
What are the USDA quality grades for fresh fruits and vegetables?	Souffleed Omelet	

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Identify and describe the various types of vegetables	Making Souffles	
What is the correct storage procedure for a variety of vegetables?	Prepare various pancakes, crepes, waffles, and French toast.	
What are the best ways to hot-hold vegetables for safety and quality?	Prepare various breakfast meats.	
What is hydroponic farming?	Prepare various breakfast starches.	
What are the different types of potatoes?	Product Identification- Fruits	
What are the methods to selecting, receiving, and storing potatoes?	Prepare various types of fruit	
What types of cooking methods and recipes are there for preparing potatoes?	Cook various types of fruit using appropriate methods	
What is a tuber?	Poaching Fruit	
What are the different types of grains and legumes?	Strawberry Coulis	
What are the methods to selecting, receiving, and storing grains and legumes?	Baking Apples	
What types of cooking methods and recipes are there for preparing grains and legumes?	Product Identification- Vegetables	
What are the different types of pasta?	Demonstrate the preparation of various types of vegetables	
What types of cooking methods and recipes are there for preparing pasta?	Cook various types of vegetables using appropriate methods.	
How do you prepare dumplings?	Dicing Onions	
	Mincing Carrots	
	Dicing Vegetables	
	Mincing Garlic	
	Slicing Celery	
	Steaming Vegetables	
	Microwaving Vegetables	
	Roasting Vegetables	



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	Sauteing and Stir-Frying Vegetables	
	Glazin Vegetables	
	Pan-Frying Vegetables	
	Deep- Frying Vegetables	
	Grilling Vegetables	
	Stewing and Braising Vegetables	
	Pureeing Vegetables	
	Product Identification- Potatoes	
	Boiling Potatoes	
	Garlic Mashed Potatoes	
	Product Identification- Legumes and Grains	
	Softening Dry Beans	
	Bean Salad or Cassoulet	
	Making Pilaf	
	Making Risotto	
	Boiling Pasta	

<b>NJSLA</b>	8.1.12.IC.1, 8.1.12.IC.3, 8.1.12.DA.5, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
<b>21st Century Life and Career Standard 9.3- Career &amp; Technical Education (CTE)</b>	9.3.HT.1, 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5, 9.3.HT.6, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.4, 9.3.HT-RFB.5, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.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, 14.1, 14.3, 14.4, 14.5,
<b>Interdisciplinary Connections</b>	NJSLS MATH N-Q A, NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3.

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	RST.11-12.4., RST.11-12.5., RST.11-12.9., NJLSA.W2., NJLSA.W3., NJLSA.W4., NJLSA.W6., NJLSA.W7., NJLSA.W8., NJLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.
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<b>Unit Name</b>	Unit 3- Managing Costs	Time Frame- 4 weeks
<b>Big Idea(s)/ Enduring Understanding</b>	Introduction to Cost Control, Food Costing, Labor Costing, Purchasing, Building Successful Teams	
<b>Instructional Materials and Resources</b>	The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website and Activity Workbook to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials	
<b>Technology Integration</b>	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

<b>Essential Questions</b>	<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Evidence of Learning (Assessments)</b>
What is food cost, how is it calculated?	Define and calculate food cost and food cost percentage.	Individual skill demonstration
How is the yield of a recipe determined?	Develop a recipe cost card for a standardized recipe.	Group Activities
Is food cost important to calculate menu pricing?	Calculate a recipe's yield and the number of portions it will produce.	Cooking Labs
What affects labor cost?	Use a conversion factor to calculate a new yield for an existing recipe.	Written- Reflections
How does a restaurant decide what to buy and when?	Explain the importance of portion control to food cost.	Quizzes/ Tests
How does a restaurant pay for purchases?	Explain the food cost percentage method for menu pricing.	
Why is a written job description important?	Explain the importance of standard labor costs to a business's success.	
How is a fair and consistent hiring practice enacted?	List factors that affect labor costs.	
What should an employee expect during orientation?	Describe the relationship between sales volume and labor costs.	
What are the key points of effective employee training?	Explain the difference between a master schedule and a crew schedule.	
	Describe the factors that contribute to the purchasing process.	
	List goods and services that might be purchased by a foodservice operation.	

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	Explain quality standards and how they should be used.	
	Describe how to determine what and when to order.	
	Explain what happens after goods are purchased.	
	List the methods used to account for inventory	
	Explain what is included in a job description and why this document is important to a business.	
	Explain a manager's responsibility for maintaining labor law knowledge.	
	Identify methods for ensuring a fair and consistent hiring process.	
	Identify discriminatory language and practices in the hiring process.	
	Describe the typical phases of onboarding, and explain its importance to a business.	
	Explain what employees can expect during orientation.	
	Identify the benefits of training.	
	Identify the key points of effective employee training.	
	Summarize and discuss effective cross-training, group training, and on-the-job training.	
	Describe the importance of performance appraisals and ongoing feedback.	

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<b>NJSLA</b>	8.1.12.IC.1, 8.1.12.IC.3, 8.1.12.DA.5, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
<b>21st Century Life and Career Standard 9.3- Career &amp; Technical Education (CTE)</b>	9.3.HT.1, 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5, 9.3.HT.6, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.4, 9.3.HT-RFB.5, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.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, 14.1, 14.3, 14.4, 14.5,
<b>Interdisciplinary Connections</b>	NJSLA MATH N-Q A, NJSLA MATH MODELING, NJSLA.R1., NJSLA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLA.W2., NJSLA.W3., NJSLA.W4., NJSLA.W6., NJSLA.W7., NJSLA.W8., NJSLA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.

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<b>Unit Name</b>	Unit 4- Today's Operational Concerns	Time Frame- 4 weeks
<b>Big Idea(s)/ Enduring Understanding</b>	Sustainability, Introduction to Nutrition, Components of Healthful Menus	
<b>Instructional Materials and Resources</b>	The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website and Activity Workbook to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials	
<b>Technology Integration</b>	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

<b>Essential Questions</b>	<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Evidence of Learning (Assessments)</b>
Why is it necessary for food service establishment employees to know about nutrition?	Describe why nutrition is important to the restaurant and foodservice industry.	Individual skill demonstration
What are food additives?	List the six basic types of nutrients found in food and their roles in people's diets.	Group Activities
What kinds of vegetarian diets exist?	Explain how phytochemicals and fiber function in the body.	Cooking Labs
How do the Dietary Guidelines for Americans help people be healthier?	Describe the role of water in people's diets.	Written- Reflections
What is sustainability?	Explain what food additives are and how they function in food.	Quizzes/ Tests
What are the most common products affected by sustainable sourcing?	Explain the role of digestion in nutrition and health.	
Is it important for restaurants and food manufacturers to recycle?	Use the Dietary Guidelines for Americans and Choose My Plate to plan meals.	
	Describe the three major vegetarian diets.	
	List and describe techniques for food preparation that preserve nutrients.	
	Suggest ways to make menus and recipes more healthful.	
	List and define recent developments in food production that may affect nutrition.	
	Identify the issues surrounding the global production of seafood, coffee, animals, and how sustainability	

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	and conservation are connected. Explain why each is important.	
	Describe the steps a restaurant or foodservice operation should take to purchase and then promote the use of sustainable food products.	
	Describe local sourcing.	
	List the different types of growing practices.	
	List the issues surrounding the global production of seafood, coffee, animals, and organic food.	
	Explain why water conservation is important and list the ways a restaurant or foodservice operation can improve its water usage efficiency.	
	Explain the differences between renewable and nonrenewable energy sources.	
	Describe why energy efficiency is important and in what ways a restaurant or foodservice operation can improve its energy usage efficiency.	
	Describe ways a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way.	
	Describe how a restaurant or foodservice operation can reduce the total amount of its waste.	
	List items that a restaurant or foodservice operation can reuse or recycle.	
	Describe greenwashing and ways a restaurant or foodservice operation can avoid it.	

<b>NJSLA</b>	8.1.12.IC.1, 8.1.12.IC.3, 8.1.12.DA.5, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
<b>21st Century Life and Career Standard 9.3- Career &amp; Technical Education (CTE)</b>	9.3.HT.1, 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5, 9.3.HT.6, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.4, 9.3.HT-RFB.5, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.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, 14.1, 14.3, 14.4, 14.5,

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<b>Interdisciplinary Connections</b>	NJSLS MATH N-Q A, NJSLS MATH MODELING, NJSLSA.R1., NJSLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.
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<b>Unit Name</b>	Unit 5- Meat, Poultry, and Seafood	Time Frame- 8 weeks
<b>Big Idea(s)/ Enduring Understanding</b>	Meat, Poultry, and Seafood	
<b>Instructional Materials and Resources</b>	The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website and Activity Workbook to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials	
<b>Technology Integration</b>	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

<b>Essential Questions</b>	<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Evidence of Learning (Assessments)</b>
How are grades determined for meats?	Outline the federal grading systems for meat.	Individual skill demonstration
What are the best cuts to buy in the grocery store?	Identify receiving and storage procedures for meat.	Group Activities
Which cuts should be roasted, and which should be braised?	Apply basic techniques for cooking meat.	Cooking Labs
What knives should I use to cut meat?	Match various cooking methods with different forms of meat.	Written- Reflections
What is aged beef?	Outline the federal grading systems for poultry.	Quizzes/ Tests
How is a chicken cut into pieces?	Describe various kinds of poultry.	
What animals are considered poultry?	Identify receiving and storage procedures for poultry.	
What are the different types of seafood?	Demonstrate the steps for fabricating poultry.	
Which fishes are sustainable seafood?	Apply basic techniques for cooking poultry.	
How long can fresh seafood be stored?	Match various cooking methods with different forms of poultry.	
	Outline the federal grading systems for seafood.	
	Describe the various kinds of seafood.	
	Identify procedures for receiving and storing seafood.	

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	Demonstrate the steps for fabricating seafood.	
	Apply basic techniques for cooking seafood.	
	Match various cooking methods with different forms of seafood.	
<b>NJSLA</b>	8.1.12.IC.1, 8.1.12.IC.3, 8.1.12.DA.5, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9	
<b>21st Century Life and Career Standard 9.3- Career &amp; Technical Education (CTE)</b>	9.3.HT.1, 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5, 9.3.HT.6, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.4, 9.3.HT-RFB.5, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.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, 14.1, 14.3, 14.4, 14.5,	
<b>Interdisciplinary Connections</b>	NJSLA MATH N-Q A, NJSLA MATH MODELING, NJSLA.R1., NJSLA.R4., RST.11-12.2., RST.11-12.3., RST.11-12.4., RST.11-12.5., RST.11-12.9., NJSLA.W2., NJSLA.W3., NJSLA.W4., NJSLA.W6., NJSLA.W7., NJSLA.W8., NJSLA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.	

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<b>Unit Name</b>	Unit 6- Baking and Desserts	Time Frame- 8 weeks
<b>Big Idea(s)/ Enduring Understanding</b>	Yeast Breads, Cakes and Pies, Desserts, Plating and Garnishing	
<b>Instructional Materials and Resources</b>	The National Restaurant Association Education Foundation; (2018). <i>Foundations of Restaurant Management &amp; Culinary Arts, Level Two 2<sup>nd</sup> ed.</i> , Chicago, IL: National Restaurant Association Solutions, LLC. Companion Website and Activity Workbook to the text. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Whiteboard, Videos, DVDs. Student Chromebooks. Teacher prepared materials	
<b>Technology Integration</b>	Smart Board, Google Classroom Integration, Pear Deck, Quizizz, Kahoot	

<b>Essential Questions</b>	<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Evidence of Learning (Assessments)</b>
Why does bread rise?	Describe the two basic types of yeast bread dough.	Individual skill demonstration
Why do some breads have a crunchy crust and some don't?	Describe the two basic methods used to make yeast breads.	Group Activities
What makes some breads "chewy"?	List the 10 basic steps to making yeast bread.	Cooking Labs
When is the bread kneaded enough?	Prepare cake batter using a variety of methods.	Written- Reflections
What makes a souffle' puff up?	Identify the functions of icings and determine which are best suited for different baked goods.	Quizzes/ Tests
What is a laminated dough?	Prepare various icings.	
Can you make phyllo dough at home?	Prepare various soufflés.	
What are the different types of cakes?	Prepare pie dough using the 3-2-1 method.	
How is chocolate made?	Explain what it means to bake blind.	
How would you serve poached fruit?	Prepare laminated dough.	
What are the 4 components of a plated dessert?	Prepare pate a choux and phyllo dough.	
	Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder.	
	Identify storing procedures for chocolate.	

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	Execute the procedure for melting chocolate.	
	Prepare baked and stirred custards, and explain how the products are used in desserts.	
	Prepare various types of frozen desserts.	
	Prepare various poached fruits and tortes.	
	Describe various types of dessert sauces.	
	Explain why and how garnish is used.	
	Describe the guidelines for plating food that has finished cooking.	
	Explain how desserts should be plated and presented.	
	Explain how soups should be garnished.	

<b>NJSLA</b>	8.1.12.IC.1, 8.1.12.IC.3, 8.1.12.DA.5, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, CRP 1, CRP 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9
<b>21st Century Life and Career Standard 9.3- Career &amp; Technical Education (CTE)</b>	9.3.HT.1, 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5, 9.3.HT.6, 9.3.HT-RFB.1, 9.3.HT-RFB.2, 9.3.HT-RFB.3, 9.3.HT-RFB.4, 9.3.HT-RFB.5, 9.3.HT-RFB.6, 9.3.HT-RFB.7, 9.3.HT-RFB.8, 9.3.HT-RFB.9, 9.3.HT-RFB.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, 14.1, 14.3, 14.4, 14.5,
<b>Interdisciplinary Connections</b>	NJSLS MATH N-Q A, NJSLS MATH MODELING, NJLSA.R1., NJLSA.R4., RST.11-12.2., RST.11-12.3. RST.11-12.4., RST.11-12.5., RST.11-12.9., NJLSA.W2., NJLSA.W3., NJLSA.W4., NJLSA.W6., NJLSA.W7., NJLSA.W8., NJLSA.W10., WHST.11-12.2., WHST.11-12.8., WHST.11-12.9., WHST.11-12.10.