



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Foundations in Restaurant Management & Culinary Arts I

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved February 28, 2022



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**Springfield Public Schools
Springfield, New Jersey**

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Superintendent of Schools**

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Vice President Saha
Seconded By: Mrs. Gamarekian
Adopted: February 28, 2022

Revised Curriculum

At the recommendation of the Superintendent, to approve the following revised curriculum –

- Accounting I
- Business Law
- Business Management
- Entrepreneurship
- Personal Finance
- Sports & Entertainment Marketing
- American Regional Cuisine
- Bake Shop I & II
- Classic French & Italian
- Foundations of Restaurant Management and Culinary Arts I – IV
- International Cuisine

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on February 28, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 1st of March 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Preparing and Serving Safe Food
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Unit Summary: In this module, students through hands-on practice and demonstrations will gain valuable insights regarding food safety management, and how to successfully implement and supervise systems and protocols to ensure safe quality food service operations and maximum profitability.

Primary Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: To manage a food service operation successfully, students will need to master the ability to use food safety practices, systems, and protocols. Students will also need to develop good working relationship/supervisory skills in order to successfully manage both culinary arts and restaurant operations.

Career Readiness:

- 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.
- 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).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.



9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
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.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.



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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 decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
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 .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3. 4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.



Unit Essential Questions:

- We expect that all food service personnel will practice good personal hygiene. Why is this important?
- Knowing food safety protocols such as FIFO, how does the time temperature danger zone help to keep food safe?
- Having good food safety systems, protocols and practices in place is important. Who is responsible for setting up and managing these systems?

Unit Enduring Understandings:

- Not practicing good personal hygiene is the leading cause of food-borne illness.
- Keeping food fresh and at correct temperatures are important factors to help keep food wholesome.
- The food service management team is responsible for setting up and supervising all food safety systems and practices.
- Keeping food safe is the responsibility of all food service personnel.

Unit Learning Targets:

- Students will be able to know and understand good food safety practices, protocols, and systems. They will be able to set up standards that meet specific food service operation needs.
- Students will be able to implement, supervise and manage a sound food safety program.



Evidence of Learning

Summative Assessment: 18 Days, written, oral, practical.

Equipment Needed: Kitchen Lab, Classroom, Computer, TV and DVD Player.

Teacher Resources: *Foundations of Restaurant Management and Culinary Arts*, NRA
Sure Food Safety Manual, Susan Algeo
Complete Food Safety/Power-Points and Videos ServSafe

Formative Assessments:

- List the reasons why food safety is important.
- Define personal hygiene and how it might affect food safety.
- What is potentially hazardous food and how should it be handled.
- Explain time temperature danger zone and how it relates to food safety.
- Outline proper procedures for receiving, storing and preparing food including, holding, cooking, cooling and reheating.
- Writing in the content area.
- Portfolio based.
- Written, oral and practical.
- Individual and collaborative performance.

Lesson Plans

Lesson	Time Frame
Lesson 1 Personal Hygiene	5 Days 210 Minutes
Lesson 2 Cross-Contamination	5 Days 210 Minutes
Lesson 3 Food-Borne Illness	8 Days 336 Minutes

Teacher Notes:

Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National, Restaurant Association, Pro Start.

ServSafe National Restaurant Association.

Culinary Arts Food Service Management Curriculum, CCAP.

Culinary Fundamentals, ACF.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Personal Hygiene Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of good personal hygiene. - Know proper hand washing procedure. - Identify and employ good personal hygiene practices. - Explain the effects of poor personal hygiene.	Lesson Sequence - Discussion on the importance of good personal hygiene. - Demonstrate/Model proper personal hygiene and procedures. - Guided practice: students will practice and critique good personal hygiene. - Students will be tested on procedures and the importance of good personal hygiene.	- Discussion - Q and A - Quizzes - Practical Evaluations - Individual and collaborative work.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen, Lab - Computers - Text - Classroom - TV Videos		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Cross-Contamination Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define cross contamination. - Understand how to control cross-contamination. - List protocols to prevent cross-contamination. - Understand how to set up procedures and put into practice systems for avoiding cross-contamination.	Lesson Sequence - Discussion cross-contamination and how to avoid it. - Demonstrate and model cross-contamination protocols. - Guided practice in the use of protocols/systems to avoid cross-contamination. - Create and evaluate a system of controls for cross-contamination.	- Discussion - Q and A - Quizzes - Practical evaluations. - Individual and collaborative work. - Written oral and practical.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computers - Text - TV and Video		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Food-Borne Illness Time Frame: 8 Days 336 Minutes

Lesson Components

21st Century Themes

X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving Information Literacy

X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand factors that cause food-borne illness. - Know safety practices to prevent food-borne illness. - Define food-borne illness outbreak and protocols. - Establish and evaluate systems to reduce the risk of food-borne illness.	Lesson Sequence - Discussion on specific types of food-borne illness, i.e.: infection or virus. - Demonstrate/Model controls for preventing food borne illness. - Guided practice: setting up protocols and safety systems. - Create and evaluate HCCP systems.	- Discussion - Q and A - quizzes - Written, oral, practical. - Individual and collaborative work efforts.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Text - TV and Videos - Computers		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Culinary Arts	Grade Level: 10-12	Unit Title: Preparing and Serving Safe Food
Created: William Doring	Board Approved on:	Type Here

Unit Overview Template



Content Area: Culinary Arts **Grade Level:** 10-12 **Unit Title:** Successful Customer Relations

Unit Summary: The students will be able to practice all tasks necessary to serve a complete menu, in multiple food service operations, from casual to full service. They will learn how to engage with guests, meeting all of their needs and expectations for quality service of the specific food service operation. Students will also acquire, through hands-on experience, an in-depth knowledge of how to maintain both the front and back of the house in accordance with all state and local health and sanitary codes, and why it is important to do so.

Primary Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy

✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: To successfully manage restaurants students will need to work with multiple types of food service operations. Maintaining a friendly and confident attitude toward guests while meeting their expectations, and accommodating those with special needs, is crucial to the operation's success.

Career Readiness:

- 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.
- 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.
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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.



9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Learning Targets

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Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
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.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-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 decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
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 .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2 .2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3 .4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4 .3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5 .2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12. 1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- There are different levels of food service, how do we define them?
- Why are personality and attitude important factors in guest relations?
- How does excellent guest relations increase profitability?

Unit Enduring Understandings:

- Different styles of food service require different levels of service.
- Personality and friendly attitude are essential for service personnel and great guest relations.
- Excellent service relates to repeat business, increasing profitability.



- High quality customer relations and word of mouth will increase the new customer base.

Unit Learning Targets:

- Students will be able to manage, perform and maintain high quality guest relations to meet customer expectations, for the multiple levels of service, from fast food to casual and fine dining.
- They will also understand how quality service can increase profitability.

Evidence of Learning

Summative Assessment: 18 Days written, oral and practical

Equipment Needed: Kitchen Lab, Classroom, Computer, TV and DVD player.

Teacher Resources: *Foundations of Restaurant Management and Culinary Arts*, NRA.
Anticipating Customer Needs Video NRA.
Exceptional Customer Service Video NRA.
Sure Food Safety Manual, Susan Algeo.
Complete Food Safety/Power-Points and Videos ServSafe.

Formative Assessments:

- List the different types of food service establishments.
- How does the level of service change with each type of food service operation?
- Why do we expect greater profitability when we employ quality customer relations?
- Who is responsible for implementing and maintaining quality service?
- How do we determine customer expectations and special needs?
- Writing in the content area.
- Portfolio based.
- Written, oral and practical.
- Individual and collaborative performance.

Lesson Plans

Lesson	Time Frame
Lesson 1 Food Safety and Sanitation for Front of the House	5 Days 210 Minutes
Lesson 2 Levels of Dining Service	5 Days 210 Minutes
Lesson 3 Practicing Quality Service	8 Days 336 Minutes

Teacher Notes:

Timelines adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



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National, Restaurant Association, Pro Start.

ServSafe National Restaurant Association.

Culinary Arts Food Service Management Curriculum, CCAP.

Culinary Fundamentals, ACF.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Food Safety and Sanitation Front of The House Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand food safety and sanitation for service. - Know the importance of a clean and sanitary dining room. - Create a task chart for maintaining the service areas. - Perform and supervise maintenance duties.	Lesson Sequence - Discussion on the importance of food safety and sanitation as it pertains to service. - Demonstrate/Model good sanitation practices. - Guided practice: setting up systems for maintaining the service area. - Practice performing duties and supervision.	- Discussion - Q and A - Written, oral and practical. - Quizzes - Individual and collaborative performance.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Text - TV and Videos - Computers		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Levels of Dining Service Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the different levels of food service operations. - Know customers' expectations for each level of service. - Understand that great service increases profitability. - Practice service at each level of dining experiences.	Lesson Sequence - Discussion on the various food service operations. - Demonstrate/Model different services. - Guided practice: quality guest service/relations. - Put into practice service and supervision for each level of dining experiences.	- Discussion - Q and A - Written, Oral and Practical. - Quizzes - Individual and collaborative performance.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project-based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen lab - Videos TV - Computers		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Practicing Quality Service Time Frame: 8 Days 336 Minutes

Lesson Components

21st Century Themes

XGlobal Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X**Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define quality service for each level of dining experience. - Know and demonstrate how to supervise service required for multiple food operations. - Understand guest expectations and special needs. - Practice quality service for each dining experience.	Lesson Sequence - Discussion and explanation on the different service styles. - Demonstrate/Model each service type. - Guided practice: serving guests with special needs. - Practice and supervise quality service and customer relations.	- Discussion - Q and A - Written, oral and practical. - Quizzes - Individual and collaborative performance.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Text - Computers - TV and Videos		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Culinary Arts	Grade Level: 10-12	Unit Title: Successful Customer Relations
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template

Content Area: Culinary Arts **Grade Level:** 10-12 **Unit Title:** Kitchen Safety

Unit Summary: Students will understand local, state and federal regulations for work site safety as well they will know the role of OSHA and be able to identify and correct safety issues ensuring a safe working environment.

Primary Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy

✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: To be a successful restaurant/culinary arts manager students will need to know the benefits of providing a safe and efficient work environment which will increase productivity and profitability.

Career Readiness:

- 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.
- 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).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.



9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
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.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-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.



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9.3.HT-RFB .3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
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 .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3. 4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- How can preventing accidents and injuries increase productivity?
- OSHA is set up to protect labor and workforce. Who is responsible for complaints?
- Hazards that contribute to injury due to slips and falls should be identified and corrected immediately, by who?



Unit Enduring Understandings:

- Preventing accidents and injuries save cost in labor, time and increase profits.
- OSHA is set up to protect the labor/workforce and its management's responsibility to comply.
- Immediately identifying and correcting hazards that contribute to injuries is good safety management.
- Training staff to understand, identify and correct safety issues is good practice

Unit Learning Targets:

- Students will be able to create, manage and maintain sound safety practices and protocols.
- Students will also know what to do when an injury from a jobsite hazard occurs.



Evidence of Learning

Summative Assessment: 9 Days written, oral and practical

Equipment Needed: Kitchen Lab, Classroom, Computer, TV and DVD player.

Teacher Resources: *Foundations of Restaurant Management and Culinary Arts*, NRA.
Workplace Safety Manual, NRA.
Selected New Jersey State Laws New Jersey Department of Labor and Workforce development.

Formative Assessments:

- Who is legally responsible for providing a safe work environment?
- Define the role of OSHA regulations.
- What are the Hazard Communication Standard requirements?
- Outline proper actions to take in the event of slip and fall injury.
- Outline proper actions to take in the event of fire and fire injury.
- Writing in the content area.
- Portfolio based.
- Written, oral and practical.
- Individual and collaborative work performance.

Lesson Plans

Lesson	Time Frame
Lesson 1 Occupational Safety and Health Administration	2 Days 84 Minutes
Lesson 2 Identifying Safety Hazards	2 Days 84 Minutes
Lesson 3 Kitchen Safety	5 Days 210 Minutes

Teacher Notes:

Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National, Restaurant Association, Pro Start.

ServSafe National Restaurant Association.

Culinary Arts Food Service Management Curriculum, CCAP.

Culinary Fundamentals, ACF.

New Jersey Department of Labor and Workforce.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Occupational Safety and Health Administration Time Frame: 2 Days 84 Minutes

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the role of OSHA. - Understand reporting procedures. - Learn compliance practices and protocols. - Set up safety practice protocols.	Lesson Sequence - Discussion, explanation on OSHA. - Demonstrate/Model reporting and compliance. - Guided practice: implementing safety protocols. - Practice setting up systems for compliance.	- Q and A - Discussions - Written, oral and practical. - Quizzes - Individual and collaborative performance.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Text - Computers - TV and Videos.		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Identifying Hazards Time Frame: 2 Days 84 Minutes

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X** Health Literacy

21st Century Skills

Creativity and Innovation **X**Critical Thinking and Problem Solving **X** Information Literacy
XLife and Career Skills **X**Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know how to identify safety hazards. - Understand how to report safety hazards. - Learn how to respond to specific safety hazards. - Set up safety hazard prevention protocols.	Lesson Sequence - Discussion explanation of safety hazards. - Demonstrate/Model responding and reporting accidents. - Guided practice: responding to specific safety hazards. - Practice writing safety prevention protocols.	- Discussion explanation - Q and A - Written, oral and practical. - individual and collaborative performance. - Quizzes
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Text - Computers - TV and Video		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Kitchen Safety Time Frame: 5 days 210 Minutes

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X**Health Literacy

21st Century Skills

Creativity and Innovation Critical Thinking and Problem Solving Information Literacy
 Life and Career Skills Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know how to identify kitchen safety issues. - Understand and set up a system of checks. - Learn how to respond and report kitchen safety issues. - Produce a system of practices and protocols for kitchen safety.	Lesson Sequence - Discussion and explanation of kitchen safety. - Demonstrate/Model systems to check for kitchen hazards. - Guided practice: reporting kitchen safety issues. - Practice setting up a system of protocols for kitchen safety.	- Discussion - Q and A - Written, oral, practical. - Quizzes - Individual and collaborative work.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen lab - Computers - TV and Videos - Text		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Culinary Arts	Grade Level: 10-12	Unit Title: Kitchen Safety
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Food Service Equipment
Unit Summary: Students, through hands- on practice and demonstrations, will develop the ability to safely operate and maintain equipment such as: dish machines, rangers ovens, fryers, broilers, toasters, slicers, food- processors, coffee machines, refrigeration and computers.					
Primary Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	Students will need to master the ability to use and care for the equipment found in food service operations.				
Career Readiness:	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. 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). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.				



9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, 9.4.12.TL, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
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.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-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 decisions in food and beverage service facilities.
9.3.HT-RFB. 4	Demonstrate leadership qualities and collaboration with others.
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. 10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3. 4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Why is knowing and practicing the proper procedure for the various pieces of equipment in the food service industry important?
- How does proper training, cleaning and maintenance affect the life of equipment?
- What precautions must be taken before/after operation and cleaning power equipment?



Unit Enduring Understandings:

- Food service equipment can be very dangerous and proper safety practices will help reduce or eliminate accidents.
- Cleaning and maintaining equipment is important for the safety of food preparation and the life of the equipment.
- In order to provide a safe workplace, equipment operation and safety manuals need to be available and understood.
- Proper training, cleaning and maintenance will increase the life use of the equipment as well as maintain the warranty.

Unit Learning Targets:

Students will....

- Understand and be able to use food service equipment in a safe and appropriate manner.
- Know how to clean and maintain equipment to provide long life and safe use of equipment operation.



Evidence of Learning

Summative Assessment: 9 Days Written, oral and practical
Equipment Needed: Kitchen Lab, Classroom, Computer, TV and DVD player.
Teacher Resources: *Foundations of Restaurant Management and Culinary Arts*, NRA.
Workplace Safety Manual, NRA.
Selected New Jersey State Laws New Jersey Department of Labor and Workforce development.

Formative Assessments:

- List and categorize commercial food equipment according to stations.
- Demonstrate proper use and maintenance on individual pieces of equipment.
- Develop safety procedure charts according to manufacture operation manuals.
- Define safety and maintenance rules for specific pieces of equipment.
- Evaluate operation and maintenance procedures of individual pieces of equipment.
- Explain safety procedures for all power equipment.
- Create safety procedure charts for specific equipment.
- List measures taken to ensure the long life and warranty of equipment.
- Writing in the content area.
- Portfolio Based.
- Individual and collaborative performance.
- Written, oral and practical.

Lesson Plans

Lesson	Time Frame
Lesson 1 Equipment Safety	2 Days 84 Minutes
Lesson 2 Proper Use and Operation of Equipment	2 Days 84 Minutes
Lesson 3 Cleaning and Maintaining Equipment	5 Days 210 Minutes

Teacher Notes:

Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
National, Restaurant Association, Pro Start.
ServSafe National Restaurant Association.
Culinary Arts Food Service Management Curriculum, CCAP.
Culinary Fundamentals, ACF.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Equipment Safety Time Frame: 2 Days 84 Minutes

Lesson Components

21st Century Themes

☒ Global Awareness Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain basic equipment safety rules. - Understand the importance of operating equipment in a safe manner. - Identify safety hazards and proper use of power equipment. - Correct safety issues regarding power equipment.	Lesson Sequence - Discussion and explanation of equipment safety. - Demonstrate and model correct use of individual equipment. - Research and develop sound safety guidelines. - Practice creating basic safety protocols for powered equipment.	- Discussion - Q and A - Written, oral and practical. - Individual and collaborative performance. - Quizzes
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Computers - Text - TV and Videos		



Lesson Plan 2 Template

Content Area: Culinary Arts	Lesson Title: Proper Use and operation of Equipment	Time Frame: 2 Days 84 Minutes
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21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
XLife and Career Skills **X**Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Make informed decisions on proper equipment for specific tasks. - Determine proper use and care of equipment. - Explain features, functions and specific use of individual equipment. - Choose and set up appropriate equipment for individual tasks.	Lesson Sequence - Discussion and explanation of food service equipment. - Demonstrate/Model individual pieces of restaurant equipment. - Establish safe guidelines for specific equipment. - Chart and explain appropriate equipment function and use.	- Discussions - Q and A - Collaborative and individual performance. - Written, oral and practical. - Quizzes
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Computers - Text - TV and Videos		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Cleaning Maintaining and Operating Equipment Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

☒ Global Awareness Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the correct cleaning, maintenance and operation of specific equipment. - Understand that proper maintenance and operations increase the life of equipment. - Know that proper cleaning of equipment helps to ensure food safety. - Implement sound safety practices when maintaining and operating power equipment.	Lesson Sequence - Discussion and explanation of maintaining and operating power equipment. - Demonstrate/Model operation of individual pieces of equipment. - Define proper operating, cleaning and maintenance of equipment. - Students will demonstrate proper operation, cleaning and maintenance of specific equipment pieces.	- Discussion - Q and A - Quizzes - Written, oral and practical. - Individual and collaborative work
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom/Kitchen Lab - Computers - Text - TV and Videos		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Culinary Arts	Grade Level: 10-12	Unit Title: Food Service Equipment
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template

Content Area: Kitchen Basics **Grade Level:** 10-12 **Unit Title:** Kitchen Basics

Unit Summary: In this module, students will learn standardized recipes, units of measure, and converting recipe yields. They will also learn dry, moist and combination cooking methods, and when to apply them. Students will also apply effective mise en place through practice.

Primary Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy

✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: Students will need basic kitchen skills/mise en place as a starting point to expand on their culinary/management knowledge and skills.

Career Readiness:

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.

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).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.



Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
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.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-RF B.1	Describe ethical and legal responsibilities in food and beverage service facilities.



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9.3.HT-RF B.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RF B.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RF B.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RF B.6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RF B.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RF B.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RF B.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM. 2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1 .4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5 .2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12. 1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.



Unit Essential Questions:

- We know that standardized recipes have components that can be adjusted, what are they?
- Knowing units of measures can be adjusted for greater and smaller yields, how do we adjust them?
- Mise en place means everything in its place, when does this apply in developing a recipe?

Unit Enduring Understandings:

- Standardized recipes allow us to increase and decrease recipe yields easily.
- The standardized recipe allows for consistency in food production.
- Mise en place allows us to work efficiently.
- Understanding the different cooking methods, how and when they are applied, will yield the best outcome for the completed recipe.

Unit Learning Targets: Students will....

- Know and understand the importance of mise en place, standardized recipes, heat transfer methods and when to apply them.
- Understand using the appropriate methods allows a kitchen operation to function more consistently and efficiently.



Evidence of Learning

Summative Assessment: 18 Days written, oral and practical.

Equipment Needed: Kitchen Lab, Classroom, Computer, TV and DVD player.

Teacher Resources: *Foundations of Restaurant Management and Culinary Arts*, NRA.
Professional Chef Text, CIA.
Professional Cooking Text, Wayne Gisslen.
Sure Food Safety Manual, Susan Algeo.

Formative Assessments:

- Identify functions of the standardized recipes.
- Convert recipe yields.
- List both dry and liquid units of measure.
- Explanation mise en place.
- List and explain the heat transfer methods.
- Writing in- content area.
- portfolio based.
- Written, oral and practical.
- Individual and collaborative performance.

Lesson Plans

Lesson	Time Frame
Lesson 1 Standardized Recipes	5 Days 210 Minutes
Lesson 2 Culinary Math	5 Days 210 Minutes
Lesson 3 Heat Transfer Methods/Mise En Place.	8 Days 336 Minutes

Teacher Notes:

Timelines adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
National, Restaurant Association, Pro Start.
ServSafe National Restaurant Association.
Culinary Arts Food Service Management Curriculum, CCAP.
Culinary Fundamentals, ACF.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Culinary Math Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand basic dry and liquid units of measure. - Know basic culinary math. - Learn how to adjust measurements and yields. - Practice adjusting recipe yields.	Lesson Sequence - Discussion and explanation on units of measure. - Demonstrate/Model basic units of measure and adjusting yields. - Guided practice: adjusting units of measure. - Practice adjusting units of measure and yields.	- Discussion - Q and A - Written, oral and practical. - Individual and collaborative performance. - Quizzes
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Text - Computers - TV and Video		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Standardized Recipes Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X** Health Literacy

21st Century Skills

XCreativity and Innovation **X**Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X**Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how to read a standardized recipe. - Know how to adjust yields on a standard recipe. - Learn to write standardized recipes. - Write and make adjustments to standardized recipes.	Lesson Sequence - Discussion explanation reading standardized recipes. - Demonstrate/ model adjusting yields. - Guided practice: writing standardized recipes. - Practice writing and adjusting standardized recipes.	- Discussion - Q and A - Written, oral and practical. - Individual and collaborative performance. - Quizzes
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Computers - Text - TV and Video		



Lesson Plan 3 Template

Content Area: Culinary Arts	Lesson Title: Heat Transfer Methods/Mise En Place	Time Frame: 8 Days 336 Minutes
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Lesson Components

21st Century Themes

XGlobal Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy Health Literacy

21st Century Skills

X Creativity and Innovation **X**Critical Thinking and Problem Solving **X**Information Literacy
XLife and Career Skills **X**Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand heat transfer methods. - Know the heat transfer methods and applications. - Determine heat transfer methods for specific recipes. - Create mise en place for given standardized recipes.	Lesson Sequence - Discussion on heat transfer methods and mise en place. - Demonstration of applied heat transfer methods and mise en place. - Guided practice application of heat transfer methods. - Practice creating mise en place lists/charts.	- Discussion - Q and A - Individual and collaborative work. - Written, oral and practical. - Quizzes
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Kitchen Lab - Computers - Text - TV and Video		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Culinary Arts	Grade Level: 10-12	Unit Title: Kitchen Basics
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Nutrition
Unit Summary: Students will have the ability to prepare food in a nutritional and tasty manner and be able to develop nutritionally sound meals for both normal and special dietary considerations.					
Primary Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	The students will acquire the knowledge of nutrients, and how they are maintained by various cooking and storage techniques. They will learn how to adopt food to meet special dietary considerations, and to balance food intake to promote health and well-being.				
Career Readiness:	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. 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). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.				



9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
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.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.



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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 decisions in food and beverage service facilities.
9.3.HT-RFB. 4	Demonstrate leadership qualities and collaboration with others.
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. 10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3. 4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as



inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Well written menus should be balanced, how can we define nutrients in terms of food groups?
- Knowing that cooking can change the molecular makeup, how are the function of nutrients altered in cooked and uncooked foods determined?
- We assume that some guests will have special dietary needs, what considerations should customers take in menu selections?
- Can we balance menus with nutrition, taste, quality and excitement?

Unit Enduring Understandings:

- Planning menus to include nutritional considerations are important in today's marketplace.
- Cooking and storing foods using methods that maintain nutritional value are required skills in today's job market.
- To be successful in the food service industry we need to understand customers' nutritional concerns.
- Culinary Arts is the science of nutrition, food preparation and presentation.

Unit Learning Targets:

Students will....

- Know and understand how to prepare menus with nutrition and health considerations.



Evidence of Learning

Summative Assessment: 18 Days written, oral and practical.

Equipment Needed: Kitchen Lab, Classroom, Computer, TV and DVD player.

Teacher Resources: *Foundations of Restaurant Management and Culinary Arts*, NRA.
Professional Chef Text, CIA.
Professional Cooking Text, Wayne Gisslen.
Sure Food Safety Manual, Susan Algeo.

Formative Assessments:

- Define nutrient terms and food groups.
- Determine the function of nutrients.
- Plan menus to include the food groups.
- Understanding and using the exchange list.
- Knowing how to develop special diets with nutritional and health considerations.
- Evaluate menus for nutritional purposes.
- Research, write, convert and adjust recipes for nutritional concerns.
- Writing in the content area.
- Portfolio Based.
- Individual and collaborative work efforts.
- Written, oral and practical.

Lesson Plans

Lesson	Time Frame
Lesson 1 Food Groups	5 Days 210 Minutes
Lesson 2 The Function of Nutrients	5 Days 210 Minutes
Lesson 3 Preparing Nutritionally Balanced menus	8 Days 336 Minutes

Teacher Notes:

Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

National, Restaurant Association, Pro Start.

ServSafe National Restaurant Association.

Culinary Arts Food Service Management Curriculum, CCAP.

Culinary Fundamentals, ACF.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Food Groups Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the individual major food groups. - Plan menus including all of the food groups. - Appraise menus for nutritional value and empty calories. - Develop menus using the food's exchange list. - Create nutritionally balanced recipes and menus.	Lesson Sequence - Discussion of the major food groups and how to balance them. - Demonstration/Model developing menus. - Model developing menus balancing the food groups. - Evaluate nutritional values and calories in menus. - Guided practice: developing nutritionally balanced recipes.	- Q and A - Discussion - Individual and collaborative work efforts. - Practical evaluations. - End of segment quiz.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom/Kitchen Lab - Computers - Text - TV and Video		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Function of Nutrients Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X**Health Literacy

21st Century Skills

X Creativity and Innovation **X**Critical Thinking and Problem Solving Information Literacy
X Life and Career Skills Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Science & Mathematics Career Pathway

Integration of Technology: Language arts/Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine the function of nutrients. - Address concerns with nutritional and dietary needs. - Define nutritional terms. - Understand and use nutritional terms correctly. - Know how to develop menus and recipes for specific dietary needs.	Lesson Sequence - Discussion and demos in the function of nutrients. - Match definitions and terms. - Research information on retention of nutrients and how they affect the diet. - Students will complete their own dietary analysis. - Collaboratively write menus to meet specific nutritional needs.	- Q and A - Discussion - Practical evaluation. - Collaborative and individual work efforts. - End of segment quiz.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided - Classroom/Kitchen Lab - Computers - Text - TV and Video		



Lesson Plan 3 Template

Content Area: Culinary Arts	Lesson Title: Preparing Nutritionally Balanced Menus	Time Frame: 8 Days 336 Minutes
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Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy **X**Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
XLife and Career Skills **X**Communication and Collaboration Media Literacy ICT Literacy

Interdisciplinary Connections: Language arts/Science & Mathematics Career Pathway

Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner-Active Technology-Infused Classroom.

Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand special dietary considerations. - Know how to develop menus with nutritional considerations. - Develop complete balanced diets. - Identify the best preparation for foods maintaining nutrition. - Compare and contrast menus for nutritional density.	Lesson Sequence - Demonstrate and discuss menu writing. - Students will research and develop nutritionally sound menus. - Modeling charting 5 day menu plans. - Guided practice: planning menus and accommodating special nutritional needs. - Collaboratively prepare menu items they have researched and developed.	- Discussion - Q and A - Collaborative and individual work efforts. - Menu projects. - End of segment quiz. - Written, oral and practical.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom/Kitchen Lab - Computers - Text - TV and Video		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Culinary Arts	Grade Level: 10-12	Unit Title: Nutrition
Created: William Doring	Board Approved on:	Type Here



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension