

Springfield Public Schools
Springfield, New Jersey 07081

Foundations in Restaurant Management & Culinary Arts II

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*

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg, Ed. D.
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Norman Francis, Jr., Ed.D. ~ Principal of Jonathan Dayton High School

Ashley Bauers ~ Coordinator of Visual, Performing, and Practical Arts

William Doring ~Teacher of Culinary Arts

*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:	Breakfast Food/Sandwiches
Unit Summary: Students will master the art of breakfast and sandwich preparation, both hot and cold. Using influences and techniques from world cuisines, students will make classic breakfast dishes and specialty sandwiches.					
Primary Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway <u>21st Century Themes</u> ✕ 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 be able to prepare breakfast and sandwiches that are in demand in today's restaurants, as well create and market specialty menus using commercial food service standards.				
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.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.

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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:

- Knowing that mise en place is important for efficient production, what are the basic station requirements and ingredients for breakfast and sandwich production?
- We have restaurant standards of quality and state and local regulations regarding sound safety protocols. How are these used in breakfast and sandwich station set up?
- Marketing is important for successful food service operations. What other considerations should be considered when creating breakfast and sandwich menus?

Unit Enduring Understandings:

- Practicing quality standard procedures for preparation and storage of any food product is essential for any food service operation.
- State and local health regulations are in place to ensure safe and healthful food service environments.
- When writing a menu, customer expectations, equipment, and profitability are some considerations that need to be made.
- Other considerations are nutritional requirements, restaurant theme/cuisine, and customer based diet preferences.

Unit Learning Targets: Students will....

- Master the ability to set up and maintain efficient breakfast and sandwich stations.
- Prepare hot and cold breakfast and sandwich menu items, of classical and specialty varieties.

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 tools, ingredients and materials used in breakfast and sandwich preparation.
- Demonstrate setting up efficient breakfast and sandwich stations.
- Show understanding of portioning, preparing, plating and garnishing for profitability.
- Practical use of special sandwich making equipment.
- Proper selection of appropriate ingredients and techniques for preparing the many forms of sandwiches. and breakfast menu items.
- Maintaining state and local health regulations regarding safe food preparation.
- Develop menus according to cuisine, customer preference, and nutritional needs.
- Writing in the content area.
- Portfolio Based.
- Individual and collaborative work efforts.
- Written, oral and practical.

Lesson Plans

Lesson	Time Frame
Lesson 1 Ingredients	5 Days 210 Minutes
Lesson 2 Mise En Place	5 Days 210 Minutes
Lesson 3 Breakfast/Sandwich 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:

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: Ingredients 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: - Identify ingredients used in breakfast and sandwich preparations. - Know how to clean and handle ingredients properly. - Understand specific ingredients for classic breakfast and sandwich preparations. - Plan specialty and classic menus using basic ingredients.	Lesson Sequence - Discussion/Explanation ingredients for breakfast and sandwich production. - Demonstration/Model the different ingredients needed to properly set up stations. - Guided practice: selecting quality ingredients. - Practice developing menus and lists of ingredients to complete production.	- Discussion - Q and A - Written, oral and practical. - Individual and collaborative work. - 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: Mise En Place Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

Global Awareness Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy Health 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 many different classic breakfast and sandwich preparations. - Know how to prepare classic breakfast and sandwiches while keeping in consideration customer- expectation and profitability. - Create classic sandwich and breakfast menus and prep lists. - Demonstrate preparation of the many classic breakfast and sandwich menu varieties.	Lesson Sequence - Discussion and explanation on classic breakfast and sandwich preparation. - Demonstrate the proper techniques used in the various preparations. - Model classic breakfast and sandwich preparations. - Guided practice. - Practice independently and in group's students will prepare and evaluate the many forms of classic breakfast and sandwich preparation methods.	- Discussions - Q and A - Practical assessments - Individual and collaborative work efforts. - Written, practical and oral. - 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: Breakfast and Sandwich Service 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 **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: - Explain procedures for making the popular breakfast and sandwiches found in today's restaurants. - Identify the use of appropriate equipment, ingredients and techniques in preparing breakfast sandwiches. - Understand components in building specialty sandwiches and breakfast items. - Create and practice their own specialty sandwiches and develop specialty breakfast menus and prep sheets.	Lesson Sequence - Discussion, explanation of equipment and techniques of breakfast items and sandwiches. - Demonstrate/model appropriate methods in making specific specialty Breakfast and sandwiches. - Guided practice developing specialty menus. - Independently and in groups, students will practice creating specialty breakfast and sandwich menus, prepare and evaluate them.	- Discussion - Q and A - Practical evaluations. - Independent and collaborative work efforts. - Written and oral. - 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 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: Breakfast/ Sandwiches
Created: William Doring	Board Approved on:	Type Here

Unit Overview Template

Content Area: Culinary Arts **Grade Level:** 10-12 **Unit Title:** Garde Manger

Unit Summary: Through hands-on practice and demonstrations, students will develop the ability to safely prepare cold food platters, salads, garnishes and presentations used in restaurants, hotels and catering houses.

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 understand the complete *garde manger* operations in order to work in, or effectively manage restaurants, hotels, and catering facilities.

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.

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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.

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Learning Targets

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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.

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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:

- Cold food preparations require extra care in preparation. What are the basic safety precautions for garde manger operations?
- All food service operations have food safety protocols. Why is proper cleaning and maintenance of equipment necessary?
- Why is practicing sound procedures for food safety important, especially with the various forms of garde manger?
- Local, state and federal agencies require safety standards. Where can we find quality and safety standards for preparing, holding and serving cold food preparations?

Unit Enduring Understandings:

- Knowing and practicing the proper procedures for the various types of salads, platters, garnishes and presentations is important for all industry garde manger operations.
- Food service equipment must be cleaned and sanitized correctly and all food products should be cold at all times for safe garde manger operations.
- Cleaning and maintaining equipment is important for the safety of food preparation and life of the equipment.
- As with any restaurant operation there are standards of procedures which need to be followed in order to provide quality food that meets clientele expectations.

Unit Learning Targets:

Students will....

- Understand and be able to use commercial food service equipment and products in a safe and proper manner to prepare all forms of cold food preparations.
- Know how to clean and maintain equipment properly to provide maximum food safety for garde manger kitchen operations.

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.

Lesson Plans

Lesson	Time Frame
Lesson 1 Garde Manger ID	5 Days 210 Minutes
Lesson 2 Garde Manger Presentation	5 Days 210 minutes
Lesson 3 Writing/Implementing Garde Manger Menus	8 Days 336 Minutes
Teacher Notes: Timeline 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: *Garde Manger* 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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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 safety rules and various <i>garde manger</i> presentations for the different types of operations. - Understand the needs of different presentations for the various markets. - Identify restaurant, hotel and catering operation needs. - Determine needs for the different food service styles. - Put into action various menus according to given operational needs.	Lesson Sequence - Discussion explanation of equipment safety. - Demonstrate the correct use of individual pieces of equipment and procedures. - Model correct equipment and food safety. - Guided practice. - Students individually and collaboratively will research and develop sound safety guidelines and charts for <i>garde manger</i> presentations.	- Discussion - Q and A - Practical evaluations. - Individual and group work efforts. - Written and oral 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 2 Template

Content Area: Culinary Arts	Lesson Title: <i>Garde Manger</i> Présentations	Time Frame: 5 Days 210 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: • Make informed decisions on the proper presentations for individual affair types. • Demonstrate presentations for all types of <i>garde manger</i> operations. • Explain the features, functions and safe operations of specific restaurant, hotel and catering operation needs. • Determine appropriate presentations according to themes. • Actively produce <i>garde manger</i> presentations.	Lesson Sequence 1. Discussion and explanation of food service <i>garde manger</i> operations. 2. Demonstrate individual pieces of <i>garde manger</i> presentations. 3. Model presentation methods and techniques. 4. Guided practice for producing platters. 5. Individually and collaboratively, students will research and establish guide-lines for specific restaurant, hotel and catering operations, <i>garde manger</i> needs.	• Discussion • Q and A. • Practical evaluations. • Individual and collaborative work efforts. • Written and oral 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:	Writing/Implementing <i>Garde Manger</i> Menus	Time Frame:	8 Days 336 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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 define the market for individual food service operations. • Understand the individual needs of the restaurant, hotel and catering operations. • Identify and explain individual needs of the various food service establishments. • Practice menu development. • Create garde manger menus for the different needs for all types of food service operations.	Lesson Sequence 1. Discussion and explanation of different garde manger styles and food service operation needs. 2. Demonstrate individual menus for the specific types of garde manger operations. 3. Model menu development. 4. Guided practice for producing menus. 5. Students individually and collaboratively will set up and define proper garde manger menus for the different types of restaurant, hotel and catering services.	• Discussion • Q and A. • Practical evaluations. • Individual and collaborative work efforts. • Written and oral 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 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: <i>Garde Manger</i>
Created: William Doring	Board Approved on:	Type Here

Unit Overview Template

Content Area: Culinary Arts	Grade Level: 10-12	Unit Title: Business Math/Vocabulary
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Unit Summary: Students will perform the mathematical skills of adding, subtracting, multiplying, dividing, working with fractions and rounding. Changing from whole numbers to fractions, percentages and computing percentages of profit and tax. Knowledge of equivalent measures will also be used.

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 goal of this module is to reinforce the math skills of each student by giving specific training in the areas of costing foods, figuring profit margins, and calculating tax on menu items offered in commercial food services. Students will also be converting units of measure and adjusting recipes according to yields needed.

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.

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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.
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 .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:

- Knowing that all food service operations incur unique business costs, how do we define food cost and other fixed costs?
- Food Service operations are wholesale/retail businesses. What is the relationship of unit pricing to portion cost to percentage mark up?
- Every operation has fixed profit costs. How is food cost percentage used in pricing menus?
- Portion control is essential for a successful restaurant operation. What is the formula for converting recipe yields?

Unit Enduring Understandings:

- Understanding the costs of business is important to be successful in the food service industry.
- The restaurant industry works on relatively low profit margins. It's important to be able to produce within reasonably specific costs set by management.
- Pricing menu items for reasonable profitability ensures good business practices.
- Converting recipe yields will help in controlling waste thus ensuring profitability.

Unit Learning Targets:

Students will....

- Understand and use culinary math to price, cost menu items, and determine other fixed costs.
- Be able to read recipes and adjust yields according to need and profitability using culinary math skills.

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.
Professional Chef Text, CIA.
Professional Cooking Text, Wayne Gisslen.
Sure Food Safety Manual, Susan Algeo.

Formative Assessments:

- Show understanding of basic math skills as they apply to the food service industry.
- Produce cost sheets for specific menu and fixed cost items.
- Using correct terms when pricing, costing and adjusting recipes.
- Understanding formulas as they pertain to culinary math.
- Define terms used in food service (culinary) math.
- Apply culinary math when producing menu items.
- Produce cost effective menu items using culinary math formulas.
- Show understanding of units of measure.
- Adjusting yields in recipe development.
- Increasing and decreasing units of measure to the largest units.
- Writing in the content area.
- Portfolio based.
- Individual and collaborative work.

Lesson Plans

Lesson	Time Frame
Lesson 1 Culinary math Vocabulary Terms	2 Days 84 Minutes
Lesson 2 Culinary Math For Costing	2 Days 84 Minutes
Lesson 3 Costing For Profitability	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.

Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Culinary Math/Vocabulary Time Frame: 2 Days 84 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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: • Be able to pronounce words for clear direction. • Know how to use terms in their proper manner. • Understand and define categories and words as they apply. • Understand units of measure and conversions. • Show understanding of both dry and volume measurement.	Lesson Sequence 1. Discussion and explanation of food service math vocabulary and terms. 2. Demonstrate, model, and role-play using vocabulary and terms in their right content. 3. Students will practice terms and commands individually and collaboratively. 4. Model measurements. 5. Students practice converting dry and volume measurements.	• Discussion • Q and A • Practical Evaluations. • Written and oral quizzes. • Individual and collaborative work efforts. • 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

ContentArea: Culinary Arts Lesson Title: Culinary Math/Costing Time Frame: 2 Days 84 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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: • Be able to use correct terms for costing. • Know how to cost individual menu items. • Be able to demonstrate skills for costing foods and other fixed cost items. • Show understanding of the relationship of costs to profitability. • Create spread-sheets to show cost and profitability.	Lesson Sequence 1. Discussion and explanation of formulas to cost food and other fixed cost items. 2. Demonstration, modeling of industry math formulas. 3. Practicing culinary math formulas. 4. Individually and in groups students will create spread-sheets showing the relationship of costing to profitability. 5. Students will show/demonstrate, understanding of costing.	• Discussion • Q and A • Practical Evaluations. • Individual and collaborative work effort. • Written and oral 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: Costing For Profitability	Time Frame: 5 Days 210 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: - Be able to adjust recipes according to needs and profitability. - Know industry math formulas to cost for profitability. - Be able to show understanding of costing menus. - Demonstrate understanding of units of measure. - Practically adjust menus for the most potential profits.	Lesson Sequence - Discussion and explanation of industry math formulas. - Demonstrate, model formulas. - Students will practice industry math formulas. - Show understanding of weights and measures. - Individually and collaboratively create menus and recipes with cost factors and profitability in mind.	- Discussion - Q and A - Practical Evaluations. - Written and oral quizzes. - 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 - Computers - Text - TV and Video		

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: Business Math/Vocabulary
Created: William Doring	Board Approved on:	Type Here

Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Controlling Costs
Unit Summary: The students will perform basic computer and math skills to figure out acceptable costs for labor, portion sizes and cost of menu items.					
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 goal of this module is for the student to become more proficient in math and computer skills by solving labor cost and portion control problems as they relate to the costing and serving of food products.				
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.
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 .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:

- When costing food and labor there are many factors. What are the standard cost factors when figuring out labor, portion and pricing?
- There are many cost factors in the food service industry. How do the different types of costs affect pricing?
- With flexible labor and food costs, when figuring out costs, what do we need to take into consideration?
- Labor and food costs change with the volume of business. Why is food and labor not included as a fixed cost?

Unit Enduring Understandings:

- Pricing in business requires figuring out wholesale raw product and fixed item costs.
- The restaurant business is a wholesale and retail operation that requires labor costs not to be fixed.
- Fixed prices should remain the same for said period of time and raw item prices change with market supply and demand.
- The restaurant industry has many different styles of service/cuisines. The amount of time to provide the different styles of food and service vary and need to be considered when costing.

Unit Learning Targets:

Students will....

- Be able to prepare and determine portion size, food and labor cost for any given menu item.
- Be able to compute recipe, portion and total costs given labor and overhead expense data.

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.
Professional Chef Text, CIA.
Professional Cooking Text, Wayne Gisslen.
Sure Food Safety Manual, Susan Algeo.

Formative Assessments:

- Identify costs by classifications.
- List and define costs involved with pricing a menu for maximum profitability.
- Demonstrate knowledge of basic math skills and computer programs.
- Define factors in costing.
- Explain factors that affect out-come of menu pricing.
- Prepare and evaluate the different cost factor sheets and computer programs.
- Compare and contrast labor cost with the different styles of service and food preparations.
- Writing in the content area.
- Portfolio Based.
- Individual and collaborative work efforts.
- Written, oral and practical.

Lesson Plans

Lesson	Time Frame
Lesson 1 Basic Cost Control	2 days 84 Minutes
Lesson 2 Menu Costing and Pricing	2 days 84 Minutes
Lesson 3 Costing Ingredients, Labor Fixed Costs	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.

Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Basic Cost Control Time Frame: 2 days 84 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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: - List the basic expense classifications. - Understand how basic cost sheets and programs are prepared. - Know basic math and computer skills for costing and portion controls. - Read basic spread-sheets as related to restaurant cost control. - Put into action costing/budgeting plans.	Lesson Sequence - Discussion and explanation of basic cost production analyses. - Demonstrate cost sheets and computer programs. - Model spread-sheets and budgets. - Guided Practice: costing and budgeting. - In groups and individually, students will practice and evaluate the different classifications of costing.	- Discussion - Q and A. - Individual and collaborative work efforts. - Practical evaluations. - Written and oral 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 2 Template

Content Area: Culinary Arts	Lesson Title: Menu Costing/Pricing	Time Frame: 2 Days 84 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: - Identify the different factors involved with menu costs. - Understand the difference between production, portion and fixed cost expenses. - Know how to apply labor costs. - Read cost analysis sheets. - Prepare menu production and cost sheets.	Lesson Sequence - Discussion and explanation of the different costs in menu pricing. - Demonstrate the various types of programs for establishing menu cost. - Model variable and fixed costs. - Guided practice for reading and preparing cost sheets. - Students independently and in groups will produce and evaluate priced menus.	- Discussion explanation. - Q and A. - Individual and collaborative work effort. - Practical evaluations. - Written and oral 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: Costing Ingredients, Labor and Fixed Costs	Time Frame: 5 Days 210 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: - Identify the different classifications of fixed cost items. - Understand the different preparation techniques for total costing. - Know how to classify variable and fixed costs. - Read cost production sheets. - Produce cost sheets and programs for each category of expense.	Lesson Sequence - Discussion and explanation of the different expense categories. - Demonstrate costing sheets for the individual expenses. - Model costing sheets. - Guided practice: creating spread-sheets. - In groups and individually, students will prepare and evaluate costing sheets from each expense category.	- Discussion explanation. - Q and A. - Individual and collaborative work effort. - Practical evaluations. - Written and oral 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 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: Controlling Costs
Created: William Doring	Board Approved on:	Type Here

Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Fruits and Vegetables
Unit Summary: The goal of this module is for the student to determine nutritional preparation/cooking methods for fruits and vegetables, select appropriate produce to enhance menus, store fruits and vegetables for maximum usage, and purchase produce in the market form most acceptable for the customers satisfaction and the establishments profits. Primary Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway 21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy XXInformation Literacy XLife and Career Skills X Communication and Collaboration Media Literacy					
Unit Rationale:	The students will know how to purchase, in the most acceptable form for the season and clientele, fruits and vegetables from each color group. Students will use a variety of nutritional preparation/cooking methods, prepare and store all fruits and vegetables properly.				
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.
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 .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:

- Fruits and vegetables come in many categories/varieties. How do we Identify and classify fruits and vegetables?
- Proper selection and storage help increase shelf life of produce. What are the proper procedures for each category of fruit, vegetable?
- The Basic classification of vegetables are green, red, yellow and neutral/white. What are the best mediums to cook each category of vegetable?
- Knowing the best medium to prepare/cook produce in is important, but applying the appropriate heat transfer method is also important for maintaining quality outcome. How should each classification be cooked?

Unit Enduring Understandings:

- Classification of vegetables by color and market form determine the most appropriate cooking methods.
- Preparation of fruits and vegetables in varied preparation/cooking methods help in retaining color, taste, texture and nutritional quality.
- Seasonal selection of fruits and vegetables will yield best quality, price and sustainability.
- Proper storage of fruits and vegetables will result in longer shelf-life, better quality, taste and nutritional values.

Unit Learning Targets:

Students will....

- Be able to use fruits, vegetables to be prepared with other foods, hot and cold.
- Be able to describe and demonstrate the best preparation methods for nutritional, taste, texture and presentation quality 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:

- Understand terms related to fruits and vegetables and their classifications.
- Define market forms, color groups and storage.
- Evaluate the importance of preparation and retaining nutrition value.
- Utilize appropriate fruits and vegetables in menu writing and recipe development.
- Demonstrate the proper storage of produce.
- Classify vegetables by color and types.
- Determine seasonal availability and its importance.
- Writing in the content area.
- Portfolio Based.
- Individual and collaborative work efforts.
- Written, oral and practical.

Lesson Plans

Lesson	Time Frame
Lesson 1 Fruit and Vegetable ID	5 Days 210 Minutes
Lesson 2 Selection and Storage of Fruit and Vegetables	5 Days 210 Minutes
Lesson 3 Cooking with fruit and Vegetables	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: Lesson Fruit and Time Frame: 5 Days 210 Minutes
 Title: Vegetable ID

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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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 terms related to fruits and vegetables. - Know the proper seasons and growing conditions. - Explain the color types and classifications of fruits and vegetables. - Identify sustainable seasons and incorporate them into menus. - Consider fruits and vegetable categories and characteristics when developing menus.	Lesson Sequence - Discussion and explanation of classification and types of fruits and vegetables. - Demonstrate charting produce growing seasons and conditions. - Model the different groups and handling practices. - Guided practice for ID and storage. - Students independently and in groups will evaluate and research the classification and color types of fruits and vegetables.	- Discussion - Q and A - Practical, written and oral evaluations. - Individual and collaborative work efforts. - End of section 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 - Text - Computer - TV and Video		

Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Selection and Storage Fruits and Vegetables 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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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 growing seasons and quality of fruits and vegetables. - Know how to identify quality produce. - Determine the effects that weather and seasons have on the marketing of fruits and vegetables. - Identify sustainable markets and seasons. - Evaluate produce for quality, taste and nutritional considerations.	Lesson Sequence - Discussion and explanation on selection and the factors taken into consideration. - Demonstrate quality of fruits and vegetable selection. - Model selection and storage. - Guided practice for selecting and storing. - Students in groups and individually will research and evaluate market factors in fruit and vegetable selection.	- Discussion - Q and A - Written, oral and practical evaluations. - Individual and collaborative work. - End of section 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 - Text - Computers - TV and Video		

Lesson Plan 3 Template

Content Area: Culinary Arts	Lesson Title: Cooking with Fruits and Vegetables	Time Frame: 8 Days 336 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: - Determine the best preparation/cooking methods for the various fruit and vegetable groups. - Understand nutrition, color and flavor retention when applying cooking methods. - Know how to prepare/cook and hold fruit and vegetables for service and other food preparations. - Identify functions of fruit and vegetables as an ingredient. - Consider color, nutrition, taste and texture of produce when developing menus.	Lesson Sequence - Discussion and explanation of preparation/cooking methods related to fruit and vegetables. - Demonstrate cooking/preparation methods and techniques for vegetable cookery. - Model Fruit and vegetable preparation and cookery. - Guided practice. - Students in groups and individually will prepare, evaluate and research fruit and vegetable preparation and cookery.	- Discussion - Q and A - Written, oral and practical evaluations. - Individual and collaborative work. - End of section quiz.

SPRINGFIELD PUBLIC SCHOOLS

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

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
- Computer
- TV and Video

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: Fruits and Vegetables
Created: William Doring	Board Approved on:	Type Here

Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Supervisor/ Management Training
Unit Summary: Students will be able to develop and cost menus, order food and supplies, oversee storage, develop job descriptions and evaluations, develop and implement preparation schedules, oversee service and clean up, and draw up profit and loss statements. 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 goal of this module is for the students to put into practice learned communication and math skills by developing menus, job descriptions, evaluations, production schedules, and sanitation standards. Oversee, complete restaurant operation from ordering food to clean up, while maintaining good customer relations and a balanced budget.				
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.
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 .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:

- Keeping food fresh and wholesome is essential. What does FIFO stand for and why is it important?
- Controlling costs is the management's primary function. Why is maintaining job production sheets, menu cost sheets and profit and loss statements a valuable tool?
- Understanding staff and clientele are important management/supervisory skills. What other key skills are required for supervisory management?
- Maintaining profit and loss statements are how management evaluates business, how can production and sales records facilitate ordering and scheduling for maximum profitability?

Unit Enduring Understandings:

- Using supplies by a first in and first out (FIFO) out basis ensures quality wholesome fresh foods.
- Restaurants generally run on low profit margins and cost keeping is a valuable tool to help ensure profitability.
- Scheduling and overseeing employees for the most efficient production is important to the bottom line.
- Maintenance of P and Ls helps in preparing future budget, production and sales records can help predict future business.

Unit Learning Targets:

Students will....

- Be able to use acquired skills through lessons to effectively pursue an entry level management position in the food service industry.
- Be able to effectively supervise employees and production to bring in a balanced budget.

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:

- The ability to oversee ordering and inventory of supplies.
- Producing effective production and employee schedules.
- Identify and eliminate potential waste in production and scheduling.
- Pricing menus for maximum profitability.
- Being able to create budgets with P and L sheets.
- Prepare and evaluate Production records and employee job performance.
- Employ the basic management tools to oversee the total restaurant operation.
- Writing in the content area.
- Portfolio Based.
- Individual and collaborative work efforts.

Lesson Plans

Lesson	Time Frame
Lesson 1 Purchasing and Storeroom Procedures	5 Days 210 Minutes
Lesson 2 Budget and Profit and Loss Statements	5 Days 210 Minutes
Lesson 3 Supervisory Management	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: Purchasing and Storeroom Procedures. 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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: • Employ proper purchase and storeroom procedures. • Understand competitive bidding on large and small purchases. • Practice competitive purchasing. • Know how a formal storeroom is run. • Implement formal and informal storeroom procedures.	Lesson Sequence 1. Discussion and explanation of basic Purchasing and storeroom procedures. 2. Demonstrate commercial competitive bidding for perishable and nonperishable items. 3. Model purchasing. 4. Guided practice. 5. Students, in groups and individually, will produce and evaluate the different purchasing and storeroom procedures used throughout the industry.	• Discussion explanation. • Q and A. • Individual and collaborative work effort. • Practical evaluations. • Written and oral 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 • TV and Video • Computers		

Lesson Plan 2 Template

Content Area: Culinary Arts	Lesson Title: Budgets, Profit and Loss Statements	Time Frame: 5 Days 210 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: - Identify the different budget and profit and loss statements. - Understand the different budget and profit and loss statements. - Prepare and use budgets and P and Ls effectively. - Implement P and Ls. - Use P and Ls as a forecasting tool.	Lesson Sequence - Discussion and explanation of budgets and profit and loss statements. - Demonstrate the various types of budgets and profit and loss statements. - Model P and Ls. - Guided Practice for forecasting. - Students independently and in groups will produce and evaluate budget and profit and loss statements.	- Discussion explanation. - Q and A. - Individual and collaborative work effort. - Practical evaluations. - Written and oral 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: Supervisory Management	Time Frame: 8 Days 336 Minutes
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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 **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration Media Literacy **X** 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: - Identify management tools and techniques to effectively manage staff. - Understand motivational techniques to get the most out of employees. - Develop job descriptions. - Create work logs, assignments and schedules. - Effectively schedule and manage staff.	Lesson Sequence - Discussion and explanation of the various supervisory management tools. - Demonstrate supervisory techniques to get the best performance from employees. - Model job descriptions. - Guided practice for scheduling. - Students in groups and individually will put into action supervisory management tools and techniques and evaluate them.	- Discussion explanation. - Q and A. - Individual and collaborative work effort. - Practical evaluations. - Written and oral 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 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: Supervisory/ Management Training
Created: William Doring	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

**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



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