



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

Springfield Public Schools
Springfield, New Jersey 07081

**Foundations in Restaurant Management
& Culinary Arts III
Grades 10-12**

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

Springfield Public Schools Springfield, New Jersey

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Superintendent of Schools**

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*Springfield Board of Education
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"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:	Advanced Breakfast Foods and Sandwiches Production
Unit Summary: Students will master the art of breakfast and sandwich production, both hot and cold, using influences and techniques from different world cuisine. Students will make classic breakfast dishes and specialty sandwiches.					
Primary Interdisciplinary Connections: <i>Language Arts</i> 21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	The students will be able to prepare different breakfast foods and sandwiches that follow the latest trends in the Hospitality Industry. They will use industry standards and follow all health code guidelines while creating their menu items.				
Career Readiness (Standard 9):	<i>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.</i> <i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i> <i>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.</i> <i>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</i> <i>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</i> <i>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.</i> <i>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.</i> <i>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</i> <i>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</i> <i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</i> <i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</i> <i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</i>				



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

Learning Targets

Standards: *HOSP 9.3.HT/ 9.3.HT-RFB/ SEL.PK-12/LA.RI.11-12.1*

Content Statements: *9.2.12.CAP.2- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.*
9.4.12.CI.1- Life Literacies and Key Skills- With a growth mindset, failure is an important part of success.
9.4.12.CI.2-9.4.12.CI.3- Life Literacies and Key Skills- Innovative ideas or innovation can lead to career opportunities.
 9.3.HT.3-Hospitality & Tourism
 9.3.HT-RFB- Restaurants & Food/Beverage Services
 SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills
 LA.RI.11-12.1-Key Ideas and Details

CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.HT-RF B.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RF B.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RF B.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-R FB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
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 stations 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, demographics, and customer-based diet preferences.

Unit Learning Targets:

Students will....

- Master their Mise En Place and maintain their breakfast and sandwich stations throughout the lab.
- Prepare hot and cold breakfast and sandwiches menu items, from different areas throughout the cuisine.



Evidence of Learning

Summative Assessment: 18 days written, oral, and hands-on experience.

Equipment Needed: Kitchen lab, classroom, computer, smart TV, and YouTube

Teacher Resources: Foundations of Restaurant Management and Culinary Arts Level 2, NRA Professional Chef Textbook, CIA Professional Cooking Textbook, Wayne Gisslen
 ServSafe National Restaurant Association

Formative Assessments:

- Define tools, ingredients, and materials needed in breakfast and sandwich Mise En Place.
- Demonstrate setting up their stations for efficiency.
- Demonstrate an understanding of portioning, preparing, plating, and garnishing techniques.
- Practical use of equipment throughout the unit and lesson.
- Maintain state and local health regulations regarding food safety.
- Develop breakfast food and sandwich cuisine to guest preference, and dietary needs.
- Work in teams within their stations to execute the menu items.
- Written, and hands-on experience.
- Quizzes from this unit.

Lesson Plans

Lesson	Time Frame
Lesson 1 Ingredients	5 Days 210 Minutes
Lesson 2 Mise En Place	5 Days 210 Minutes
Lesson 3 Advanced Breakfast/ Sandwich Foods	8 Days 336 Minutes

Teacher Notes:

Timelines are adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Prostart Level 2

ServSafe National Restaurant Association

Culinary Arts Food Service Management Curriculum

[Breakfast Sandwich Gordan Ramsey](https://www.youtube.com/watch?v=VjH-gqfD8vo) <https://www.youtube.com/watch?v=VjH-gqfD8vo>

[Mise En Place MasterChef](https://www.youtube.com/watch?v=XkiMoUH3cBQ) <https://www.youtube.com/watch?v=XkiMoUH3cBQ>

[Ingredients](https://www.youtube.com/watch?v=Er9UpTqH4dg) <https://www.youtube.com/watch?v=Er9UpTqH4dg>



Lesson Plan 1 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ingredients used in breakfast and sandwich Mise En Place. - Know how to handle, and how to clean equipment, and ingredients properly. - Understand which ingredients are used for making breakfast and sandwich Mise En Place. - Execute different advanced menu items while using ingredients	Lesson Sequence - Discussion/ Explanation of ingredients for breakfast and sandwich production. - Demonstrate the need for all of the different ingredients needed for your recipes. - Guided practice: Understanding which ingredients are appropriate for the specific recipe. - Create recipes, menus, and ingredients needed to execute your recipe.	- Discussion. - Teaching it back method - Application of knowledge learned. - Quizzes. - Working in your stations and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access (YouTube) - Teacher demonstration - Smart TV		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Mise En Place Time Frame: 5 Days 220 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand many different types of advanced breakfasts and sandwiches. - Understand how to gather their Mise En Place for their recipe. - Identify different ingredients that are needed for the recipes. - Demonstrate knowledge learned and apply it to the recipe.	Lesson Sequence - Discuss and explain the different types of breakfast foods and sandwiches. - Demonstrate the different types of techniques and ingredients that are used throughout the recipe. - Teacher demonstration of breakfast foods and sandwiches. - Hands-on experience while working in their groups and individually.	- Discussion. - Teaching it back method - Application of knowledge learned. - Quizzes. - Working in your stations and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access for research - Teacher demonstration - Smart TV		



Lesson Plan 3 Template

Content Area: Culinary Arts	Lesson Title: Advanced Breakfast and Sandwich Productions	Time Frame: 8 Days 336 Minutes
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify different procedures used for making breakfast foods and sandwiches in today's market. - Demonstrate the use of the correct equipment needed for preparing breakfast foods and sandwiches. - Understand different methods used while making breakfast foods, and sandwiches. - Apply their own specific breakfast foods and sandwiches.	Lesson Sequence - Identify equipment needed to complete the breakfast foods, and sandwich lab. - Identify and model appropriate methods used in preparing breakfast foods and sandwiches. - Teacher demonstration and guided practice while creating their breakfast foods and sandwiches. - Independently and while working in their groups students will create their own breakfast food and sandwiches.	- Discussion. - Teaching it back method - Application of knowledge learned. - Quizzes. - Working in your stations and working by yourself.

Differentiation:

Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.



Resources Provided:

- State of the Art kitchen lab
- Classroom setting
- Internet access for research
- Teacher demonstration
- Smart TV

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:	Advanced Breakfast Foods and Sandwiches Production
Created:	Derrick Gabene	Board Approved on:	Type Here		



Unit Overview Template

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

Unit Summary: Food provides the body with essential nutrients. Proper nutrition helps the body and mind work efficiently, so it is important for students to learn how to create more nutritious menus for everyone.

Primary Interdisciplinary Connections: *Language Arts*

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: In section 1 students will review the basics of nutrition, including nutrients, the digestive system, and the problems associated with a poor diet. Section 2 reviews food preparation, making menus more healthful, reducing excessive fats and types of produce from farm to table. **Note: In aligning this unit to the text, only two lessons are listed here.**

Career Readiness (Standard 9):

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.



Learning Targets

Standards: *HOSP 9.3.HT/ HOSP 9.3.HT-RFB/SEL.PK-12/LA.RI.11-12.1*

Content Statements: *9.2.12.CAP.2-* There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.
9.4.12.CI.1- Life Literacies and Key Skills- With a growth mindset, failure is an important part of success.
9.4.12.CI.2-9.4.12.CI.3- Life Literacies and Key Skills- Innovative ideas or innovation can lead to career opportunities.
 9.3.HT -Hospitality & Tourism
 9.3.HT-RFB-Restaurants & Food/Beverage Services
 SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills
 LA.RI.11-12.1-Key Ideas and Details

CPI#: **Cumulative Progress Indicator (CPI):**

9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.HT-RF B.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RF B.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RF B.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-R FB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
SEL.PK-1 2.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-1 2.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-1 2.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.



SEL.PK-1 2.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-1 2.5.2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-1 2.1	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 proper nutrition plays a key role in overall mind, body, and healthy lifestyle, what are the fundamentals of proper nutrition?
- We have restaurant standards of quality and state and local regulations regarding sound safety protocols. How do these apply to nutrition and sanitation?
 - Proper nutrition is important for successful food service operations. What other considerations should be considered when creating nutritious foods?
- What is the role of water in people's diets?

Unit Enduring Understandings:

- Practicing good eating habits is essential for overall health.
- Why nutrition is important to the foodservice industry.
- When designing a menu, targeting all nutritional dietary needs.
- Understanding other nutritional reasons that drive a menu such as religious reasons.

Unit Learning Targets:

Students will....

- Master the ability to understand the basic needs of nutrition.
- Understand the six basic types of nutrients found in foods.

Evidence of Learning

Summative Assessment: 10 Days written, oral, and hands-on experience.

Equipment Needed: Kitchen lab, classroom, computer, smart TV, and YouTube

Teacher Resources: Foundations of Restaurant Management and Culinary Arts Level 2, NRA
 Professional Chef Textbook, CIA
 Professional Cooking Textbook, Wayne Gisslen
 ServSafe National Restaurant Association

Formative Assessments:

- Define nutrition and all other key terms for this unit.
- Demonstrate setting up their stations for efficiency.
- Demonstrate an understanding for portioning, preparing, plating, and garnishing techniques.
- Practical use of equipment throughout the unit and lesson.
- Maintain state and local health regulations regarding food safety.
- Develop nutritious food menus .
- Work in teams within their stations to execute the menu items.
- Written, and hands-on experience.



- Quizzes from this unit.

Lesson Plans

Lesson	Time Frame
Lesson 1 Fundamentals of Nutrition	5 Days 210 Minutes
Lesson 2 Creating a Nutritious Menu	8 Days 336 Minutes

Teacher Notes:

Timelines are adjusted as needed. **Note: There are only two lessons for this Unit.**

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Prostart Level 2

ServSafe National Restaurant Association

Culinary Arts Food Service Management Curriculum

Lesson Plan 1 Template

Content Area:	Culinary Arts	Lesson Title:	Fundamentals of Nutrition	Time Frame:	5 Days 210 Minutes
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain why nutrition is important in the Hospitality Industry. • List the six basic types of nutrients. • Understand food sources of protein.	Lesson Sequence 1. Discussion and explanation on the importance of nutrition in the Hospitality Industry. 2. Explanation of the six basic types of nutrients. 3. Identification of food sources of protein.	• Discussion. • Teaching it back method, • Application of knowledge learned. • Quizzes. • Working in your stations and working by yourself.



- Identify food sources of vitamins, minerals, and water.

4. Analysis of different food sources of vitamins, minerals, and water.

Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.

Resources Provided:

- State of the Art kitchen lab
- Classroom setting
- Internet access (YouTube)
- Teacher demonstration
- Smart TV



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Creating a Nutritious Menu Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe techniques for food preparation that preserves nutrients. - Be able to suggest ways to make menus and recipes more healthful. - Suggest healthful substitutes for high-fat items. - List and define recent developments in food production that may affect nutrition.	Lesson Sequence - Identify differences for food preparation that preserve nutrients. - Creating different ways to make menus and recipes in a healthier way. - Comparing different menu items that you can substitute for a higher fat in food. - Analyze recent developments in food production that may be lost to the cooking process.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access (YouTube) - Teacher demonstration - Smart TV		



Lesson Reflection

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

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

Curriculum Design Template

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



Unit Overview Template

Content Area: Culinary Arts **Grade Level:** 10-12 **Unit Title:** Cost Control

Unit Summary: This unit introduces the students to basic notions of food service costing mechanisms, explaining basic economic and financial concepts that are critical to understanding business in the restaurant, hotel, and food service industry.

Primary Interdisciplinary Connections: *Language Arts*

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

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

Unit Rationale: This unit is broken down into four sections. The first section explains some basic costs that are incurred by restaurant and food service operations as well as some common tools used to track and control these expenses. Next, this section discusses how to control food service costs in greater detail, such as by correctly determining food costs and menu pricing. The third section addresses labor costs and how these can be scheduled and controlled. Lastly, this section describes some quality standards used throughout the restaurant and food service industry.

Career Readiness (Standard 9):

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

Learning Targets

Standards: *HOSP 9.3.HT/ 9.3.HT-RFB/SEL.PK-12/LA.RI.11-12.1*

Content Statements: *9.2.12.CAP.2- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.*
9.4.12.CI.1- Life Literacies and Key Skills- With a growth mindset, failure is an important part of success.
9.4.12.CI.2-9.4.12.CI.3- Life Literacies and Key Skills- Innovative ideas or innovation can lead to career opportunities.
 9.3.HT.3 -Hospitality & Tourism
 9.3.HT-RFB- Restaurants & Food/Beverage Services
 SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills
 LA.RI.11-12.1-Key Ideas and Details

CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.HT-R FB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-R FB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-R FB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
SEL.PK-1 2.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.



SEL.PK-1 2.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-1 2.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-1 2.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-1 2.5.2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-1 2.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Why is cost management important to the Hospitality Industry?
- In what ways are kitchen or dining room team members responsible for controlling costs?
- Why is it important to maintain appropriate quality standards in all steps of the food flow process?

Unit Enduring Understandings:

- Practicing quality standards procedures for cost management of any food product or labor costs is essential for any food service operation.
- 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, demographics, and customer-based diet preferences.
- State and local health regulations are in place to ensure safe and healthful food service environments.

Unit Learning Targets:

Students will....

- Master the ability to understand food costs within a food service operation.
- Prepare a menu while costing out food then be able to cook one of their menu items.

Evidence of Learning

Summative Assessment: 14 days written, oral, and practical

Equipment Needed: Kitchen lab, classroom, computer, smart TV, and YouTube

Teacher Resources: Foundations of Restaurant Management and Culinary Arts Level 2, NRA
Professional Chef Textbook, CIA
Professional Cooking Textbook, Wayne Gisslen
ServSafe National Restaurant Association
Culinary Math Textbook, Blocker & Hill

Formative Assessments:



- Define cost management and all other key terms for this unit.
- Demonstrate setting up their stations for efficiency.
- Demonstrate an understanding for portioning, preparing, plating, and garnishing techniques.
- Practical use of equipment throughout the unit and lesson.
- Maintaining state and local health regulations regarding food safety.
- Develop a cost efficient menu.
- Work in teams within their stations to execute the menu items.
- Written, and hands-on experience.
- Quizzes from this unit.

Lesson Plans

Lesson	Time Frame
Lesson 1 Cost Management	5 Days 210 Minutes
Lesson 2 Menu Planning	5 Days 210 Minutes
Lesson 3 Menu Execution	4 Days 168 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, Prostart Level 2

ServSafe National Restaurant Association

Culinary Arts Food Service Management Curriculum

Culinary Math Textbook, Blocker/Hill

The Culinary Professional Textbook, Draz/Koetke

[Menu & Recipe Planning](https://www.youtube.com/watch?v=lPAjr-Kga4w) <https://www.youtube.com/watch?v=lPAjr-Kga4w>

[Food and Beverage Operations Management](https://www.youtube.com/watch?v=Y5BAketOXyc) <https://www.youtube.com/watch?v=Y5BAketOXyc>



Lesson Plan 1 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify when to use the approximate volume to weight chart without error. - Convert unit measures from weight to volume and volume to weight. - Identify the components of a food cost form. - Identify the major reasons for a strong recipe pre-costing program.	Lesson Sequence - Discussion on why it is appropriate to use the volume to weight chart without errors. - Demonstrate/model converting unit measures from weight to volume and volume to weight. - Guided practice on learning the components of a food cost form. - Practice using a recipe pre-costing program.	- Discussion. - Teaching it back method - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access (YouTube) - Teacher demonstration - Smart TV		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Menu Planning Time Frame: 5 days 210 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and classify menus by format. - Explain how good menu planning is achieved. - Identify the elements of menu mechanics. - Identify the need for nutritional considerations when menu planning.	Lesson Sequence - Discussion on different menu formats. - Demonstrate how a good menu is planned. - Guided practice on the elements of menu mechanics. - Practice and understand why there is a need for nutritional considerations when menu planning.	- Discussion - Teaching it back method - Application of knowledge learned. - Quizzes - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access (YouTube) - Teacher demonstration - Smart TV		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Menu Execution Time Frame: 4 Days 168 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 **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how different menu formats differ based on how often menu items change and how they are priced. - Identify how different menu items are based on demographics and theme of food establishments. - Identify how markup and food cost percentage are cost-based pricing methods used for pricing menu items. - Plan a menu based on a location of their choice while designing it for menu standards.	Lesson Sequence - Discussion on how menus differ based on how often a menu has to change. - Demonstrate and explain how menu items are based on demographics and theme of a food establishment. - Guided practice on how to properly markup a menu while using a food cost percentage and other methods for pricing out a menu. - Practice planning out a menu based on their own culture or location of their choice while still holding menu standards.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.

Differentiation:

Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.



Resources Provided:

- State of the Art kitchen lab
- Classroom setting
- Internet access (YouTube)
- Teacher demonstration
- Smart TV

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: Cost Control
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Salads and Garnishing
Unit Summary: This unit covers salads, dressings, dips, and proper garnishing techniques. Primary Interdisciplinary Connections: <i>Language Arts</i> 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:	This unit is broken down into three sections. The first section includes ingredients and types of salads, as well as how to clean, serve, and store them. The second section covers various dressings and dips. Lastly, the third section covers the how and why of garnishes, as well as garnishes for desserts, soups, and other plated menu food items.				
Career Readiness (Standard 9):	<i>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.</i> <i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i> <i>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.</i> <i>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</i> <i>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</i> <i>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.</i> <i>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.</i> <i>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</i> <i>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</i> <i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</i> <i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</i> <i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</i> <i>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</i>				



Learning Targets

Standards: <i>HOSP 9.3.HT/ 9.3.HT-RFB/SEL.PK-12/LA.RI.11-12.1</i>	
Content Statements: <i>9.2.12.CAP.2-</i> There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. <i>9.4.12.CI.1- Life Literacies and Key Skills- With a growth mindset, failure is an important part of success.</i> <i>9.4.12.CI.2-9.4.12.CI.3- Life Literacies and Key Skills- Innovative ideas or innovation can lead to career opportunities.</i> 9.3.HT.3 -Hospitality & Tourism 9.3.HT-RFB- Restaurants & Food/Beverage Services SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills LA.RI.11-12.1-Key Ideas and Details	
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.HT-R FB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-R FB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-R FB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
SEL.PK-1 2.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-1 2.2.2	Recognize the skills needed to establish and achieve personal and educational goals.



SEL.PK-1 2.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-1 2.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-1 2.5.2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-1 2.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Unit Essential Questions: • Why is it important to know about salads? • Why is it important to learn about dressings? • Why is it important to learn about garnishing techniques?	
Unit Enduring Understandings: • Practicing quality standards procedures for making any salads. • When making a dressing, understanding the process of blending different ingredients together to form a dressing. • When using garnishing techniques in the Hospitality Industry it helps elevate your menu item. • Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer-based diet preferences. • State and local health regulations are in place to ensure safe and healthful food service environments.	
Unit Learning Targets: Students will.... • Master the ability to properly make a salad. • Master the ability to properly blend and use an emulsion technique to make a dressing. • Master the ability to properly garnish menu items to understand that the guest eats with their eyes first.	

Evidence of Learning

Summative Assessment: 12 days written, oral, and practical

Equipment Needed: Kitchen lab, classroom, computer, smart TV, and YouTube

Teacher Resources: Foundations of Restaurant Management and Culinary Arts Level 2, NRA Professional Chef Textbook, CIA Professional Cooking Textbook, Wayne Gisslen
 ServSafe National Restaurant Association

Formative Assessments:

- Define salads, dressings, and garnishing and all other key terms for this unit.
- Demonstrate setting up their stations for efficiency.
- Demonstrate an understanding for portioning, preparing, plating, and garnishing techniques.



- Practical use of equipment throughout the unit and lesson.
- Maintain state and local health regulations regarding food safety.
- Work in teams within their stations to execute the menu items.
- Written, and hands-on experience.
- Quizzes from this unit.

Lesson Plans

Lesson	Time Frame
Lesson 1 Dressings	5 Days 210 Minutes
Lesson 2 Salads	5 Days 210 Minutes
Lesson 3 Garnishing Techniques	2 Days 84 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, Prostart Level 2

ServSafe National Restaurant Association

Culinary Arts Food Service Management Curriculum

[A Classic Salad](https://www.youtube.com/watch?v=V9_uhiIhoYM) https://www.youtube.com/watch?v=V9_uhiIhoYM

[Classic Dressing](https://www.youtube.com/watch?v=gwT6ULmtNlk) <https://www.youtube.com/watch?v=gwT6ULmtNlk>

[Garnishing Techniques](https://www.youtube.com/watch?v=kcbRpLX-mqs) <https://www.youtube.com/watch?v=kcbRpLX-mqs>



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Dressings 101 Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to properly make a dressing. - Identify all the major dressings used throughout the Culinary Arts industry. - Identify the difference between an emulsion blend and suspension mixture of a dressing. - Identify how the emulsion process works.	Lesson Sequence - Discussion on how to properly make a dressing. - Demonstrate making different dressings that are used throughout the Culinary Arts industry. - Apply knowledge learned from the dressing process to create an emulsion blend and suspension mixture of a dressing. - Guided practice on creating and working with the emulsion process.	- Discussion. - Teaching it back method - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access for research - Teacher demonstration - Smart TV		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Salads 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 **X** Media Literacy □ ICT Literacy

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify different types of salads made from around the world. - Identify what ingredients and the different parts of a salad are. - Identify what types of salads are served during a specific time of a meal. - Identify the best way to clean and store a salad.	Lesson Sequence - Discussion on where most of the different salads come from. - Utilize different ingredients and explain how they make up a salad. - Instruct when it is best to serve a salad and during what course of the meal. - Demonstrate how to properly clean and store salad.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access (YouTube) - Teacher demonstration - Smart TV		



Lesson Plan 3 Template

Content Area: Culinary Arts	Lesson Title: Garnishing Techniques	Time Frame: 2 Days 84 Minutes
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the different types of garnishing techniques used in the Culinary Arts industry. - Identify how and why a garnish is used for a plated menu item. - Identify how desserts should be garnished and plated correctly. - Identify the three ways a soup can be garnished.	Lesson Sequence - Discussion on all of the different garnishing techniques used in the Culinary Arts industry. - Demonstrate how to properly garnish a plated menu item. - Guided practice on when desserts should be garnished and plated correctly. - Practice on garnishing different soups.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access (YouTube) - Teacher demonstration - Smart TV		



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: Salads and Garnishing
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Purchasing and Inventory
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Unit Summary: This unit follows some of the material addressed in unit 3. This is now focusing on purchasing and inventory as a means of controlling your overall costs.

Primary Interdisciplinary Connections: *Language Arts*

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

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

Unit Rationale: This unit is broken down into three sections. The first section covers basic purchasing concepts, such as distribution, and encourages students to consider the broad range of goods and services purchased in the restaurant and food service industry. The next section focuses on purchasing decisions and how an operation determines what it needs to provide a certain level of service. The last section looks at caring for purchases, receiving, storing, and inventory practices.

Career Readiness (Standard 9):

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.



Learning Targets

Standards: <i>HOSP 9.3.HT/9.3.HT-RFB/ SEL.PK-12/LA.RI.11-12.1</i>	
Content Statements: <i>9.2.12.CAP.2-</i> There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. <i>9.4.12.CI.1- Life Literacies and Key Skills- With a growth mindset, failure is an important part of success.</i> <i>9.4.12.CI.2-9.4.12.CI.3- Life Literacies and Key Skills- Innovative ideas or innovation can lead to career opportunities.</i> 9.3.HT- Hospitality & Tourism 9.3.HT-RFB- Restaurants & Food/Beverage Services SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills LA.RI.11-12.1-Key Ideas and Details	
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.HT-R FB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-R FB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-R FB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
SEL.PK-1 2.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-1 2.2.2	Recognize the skills needed to establish and achieve personal and educational goals.



SEL.PK-1 2.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-1 2.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-1 2.5.2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-1 2.1	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: • What are the key components to purchasing? • Why is purchasing an essential item in controlling an operation's costs? • How does technology play a role in keeping track of inventory?	
Unit Enduring Understandings: • Practicing quality purchasing standards. • When costs affect purchasing, how do you keep track of this? • When using technology in the Hospitality Industry how do you keep track of your inventory? • Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer based diet preferences. • State and local health regulations are in place to ensure safe and healthful food service environments.	
Unit Learning Targets: Students will.... • Master the ability to properly order products for their establishment, which will tie in everything being learned throughout this unit. • Keep food records, including using technology to help in keeping track of inventory.	

Evidence of Learning

Summative Assessment: 14 Days written, oral, and practical

Equipment Needed: Kitchen lab, classroom, computer, smart TV, and YouTube

Teacher Resources: Foundations of Restaurant Management and Culinary Arts Level 2, NRA Professional Chef Textbook, CIA Professional Cooking Textbook, Wayne Gisslen
 ServSafe National Restaurant Association

Formative Assessments:

- Define purchasing, and inventory, as well as all other key terms for this unit.
- Demonstrate setting up their stations for efficiency.
- Demonstrate an understanding of how to properly use technology to aid in keeping accurate records of inventory.
- Practical use of equipment throughout the unit and lesson.



- Maintain state and local health regulations regarding food safety.
- Work in teams within their stations to keep track of classroom inventory.
- Written, and hands-on experience.
- Quizzes from this unit.

Lesson Plans

Lesson	Time Frame
Lesson 1 Purchasing	5 Days 210 Minutes
Lesson 2 Inventory	5 Days 210 Minutes
Lesson 3 Classroom Inventory	4 Days 168 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, Prostart Level 2

ServSafe National Restaurant Association

Culinary Arts Food Service Management Curriculum

Controlling Costs in Foodservice Textbook, Leuger

[ServSafe- Purchasing quiz guide https://www.youtube.com/watch?v=Eh39pmbueVo](https://www.youtube.com/watch?v=Eh39pmbueVo)

[Inventory https://www.youtube.com/watch?v=XWM191VUPVo](https://www.youtube.com/watch?v=XWM191VUPVo)



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Purchasing 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 **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the main purpose of purchasing. - Identify the list of purchasing methods commonly used in the industry. - Identify the contents of product specification. - Identify the difference between physical inventory and perpetual inventory.	Lesson Sequence - Discussion on the main purpose of purchasing. - Demonstrate an understanding of different purchasing methods commonly used in the industry. - Guided practice on using the contents of product specification. - Understanding the differences between physical and perpetual inventories.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access for research - Teacher demonstration - Smart TV		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Inventory 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 **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the difference between food and beverage inventory. - Identify the storage needs while following federal, state, and local laws in regards to inventory. - Identify the costs and risks for beverage inventory. - Identify what the different laws are while serving alcohol and what dramshop liability is.	Lesson Sequence - Discussion on the differences between food and beverage inventory. - Understand what the different storage needs are while following all the laws in your country. - Guided practice on figuring out the risks with costs in regards to beverage inventory. - Demonstrating knowledge on how to interpret different laws while serving alcohol and what dramshop liability is.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access for research - Teacher demonstration - Smart TV		



Lesson Plan 3 Template

Content Area: Culinary Arts	Lesson Title: Classroom Inventory	Time Frame: 4 Days 168 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 **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the need to take accurate inventory within our classroom. - Identify the need to utilize technology with an inventory management system. - Identify how to properly manage your back of the house operations within our classroom. - Identify how to read and interpret the numbers reported to us.	Lesson Sequence - Discussion on the needs to take accurate inventory. - Demonstrate how to use technology to keep track of your inventory management system. - Guided practice of how to manage and keep ongoing records with your back of the house. - Practicing how to read and interpret the numbers reported to you.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access (YouTube) - Teacher demonstration - Smart TV		



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: Purchasing and Inventory
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Meat, Poultry, and Seafood
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Unit Summary: Students will master the art of properly and professionally handling meat, poultry, and seafood while using industry food handling standards.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: This unit is broken down into three sections. The first section covers the grades and cuts of meat, as well as purchasing, storing, and cooking meat. This unit ties into unit 5. The second section covers the grades and forms of poultry, as well as purchasing, fabricating, storing, and cooking poultry. The third section covers seafood inspection and the grades and forms of seafood, as well as purchasing, fabricating, storing, and cooking seafood.

Career Readiness (Standard 9):

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



Learning Targets

Standards: *HOSP 9.3.HT/9.3.HT-RFB/ SEL.PK-12/LA.RI.11-12.1*

Content Statements:

9.2.12.CAP.2- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.

9.4.12.CI.1- Life Literacies and Key Skills- With a growth mindset, failure is an important part of success.

9.4.12.CI.2-9.4.12.CI.3- Life Literacies and Key Skills- Innovative ideas or innovation can lead to career opportunities.

9.3.HT- Hospitality & Tourism

9.3.HT-RFB- Restaurants & Food/Beverage Services

SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills

LA.RI.11-12.1-Key Ideas and Details

CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.HT-R FB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-R FB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-R FB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
SEL.PK-1 2.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-1 2.2.2	Recognize the skills needed to establish and achieve personal and educational goals.



SEL.PK-1 2.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-1 2.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-1 2.5.2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-1 2.1	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: • What are the grades of meat? • What are the grades of poultry? • What are the grades of seafood?	
Unit Enduring Understandings: • Practicing quality purchasing standards for meats, poultry, and seafood. • When costs affect purchasing, how do you keep track of this? • When using technology in the Hospitality Industry how do you keep track of your inventory with regards to meat, poultry, and seafood? • Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer based diet preferences. • State and local health regulations are in place to ensure safe and healthful food service environments. • How do you store all of your meat products?	
Unit Learning Targets: Students will.... • Master how to properly purchase, clean, cook, store, and inventory your meats, poultry, and seafood. • Understand how to properly cook meat, poultry, and seafood using the correct equipment.	

Evidence of Learning

Summative Assessment: 18 Days written, oral, and practical

Equipment Needed: Kitchen lab, classroom, computer, smart TV, and YouTube

Teacher Resources: Foundations of Restaurant Management and Culinary Arts Level 2, NRA Professional Chef Textbook, CIA Professional Cooking Textbook, Wayne Gisslen ServSafe National Restaurant Association

Formative Assessments:

- Define meat, poultry, and seafood, as well as all other key terms for this unit.
- Demonstrate setting up their stations for efficiency.



- Demonstrate an understanding of how to properly use technology to aid in keeping accurate records of inventory.
- Practical use of equipment throughout the unit and lesson.
- Maintain state and local health regulations regarding food safety.
- Work in teams within their stations to execute recipes from each of the lessons.
- Written, and hands-on experience.
- Quizzes from this unit.

Lesson Plans

Lesson	Time Frame
Lesson 1 Meat	6 Days 252 Minutes
Lesson 2 Poultry	6 Days 252 Minutes
Lesson 3 Seafood	6 Days 252 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, Prostart Level 2

ServSafe National Restaurant Association

Culinary Arts Food Service Management Curriculum

Controlling Costs in Foodservice Textbook, Leuger

[Meat and Poultry](https://www.youtube.com/watch?v=tiuQj5pgH9M) <https://www.youtube.com/watch?v=tiuQj5pgH9M>

[Cuts of meat](https://www.youtube.com/watch?v=WzOzwoMKzH4) <https://www.youtube.com/watch?v=WzOzwoMKzH4>

[Fish, Seafood, and Shellfish](https://www.youtube.com/watch?v=LF7eecZWmNc) <https://www.youtube.com/watch?v=LF7eecZWmNc>

[Fish cuts](https://www.youtube.com/watch?v=wcueSXXGueJs) <https://www.youtube.com/watch?v=wcueSXXGueJs>



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Meat 102 Time Frame: 6 Days 252 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what the different grades of meat are. - Identify what the primary cuts of meat are. - Identify all of the factors that go into purchasing meat. - Identify the best ways to cook and prepare meat.	Lesson Sequence - Discussion on all of the different grades of meat. - Demonstrate the knowledge of what the primary cuts of meat are. - Guided practice on purchasing different meats. - Practice cooking and preparing different meats.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access for research - Teacher demonstration - Smart TV		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: Poultry 102 Time Frame: 6 Days 252 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the various different grades of poultry. - Identify the different forms of poultry. - Identify the different guidelines for purchasing, fabricating, and storing poultry. - Identify the cooking techniques used to prepare poultry.	Lesson Sequence - Discussion on the different grades of poultry. - Demonstrate knowledge of the different forms of poultry. - Guided practice on the different guidelines for purchasing, fabricating, and storing poultry. - Practice using cooking techniques to prepare poultry.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access for research - Teacher demonstration - Smart TV		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Seafood 102 Time Frame: 6 Days 252 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 **X** Media Literacy □ ICT Literacy

Interdisciplinary Connections: Language Arts, Math, and Science

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

Equipment Needed: Kitchen lab, Kitchen tools, Smart TV, Internet access, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what the inspection and grading process is for seafood. - Identify the different forms of seafood. - Identify how to properly purchase seafood. - Identify the best way to fabricate and store seafood while understanding the different cooking methods.	Lesson Sequence - Discussion on how to properly inspect and the grading process of seafood. - Guided practice on understanding the different forms of seafood. - Practice of how to properly purchase seafood. - Demonstrate how to properly fabricate, cook, and store seafood.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes. - Working in your stations with your groups and working by yourself.
Differentiation: Learner-Active Technology- Infused Classroom. Students will be taught and evaluated practically and on an individual and team effort. Flexible grouping (with instructor feedback), collaboration, and project-based learning will be used. Assessments will be given based on student modifications. Assessments include a written portion, teaching it back method, and hands-on experience.		
Resources Provided: - State of the Art kitchen lab - Classroom setting - Internet access for research - Teacher demonstration - Smart TV		



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: Meat, Poultry, and Seafood
Created: Derrick Gabene	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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
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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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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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