



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 IV
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**

**Erica Scudero
Assistant Superintendent**

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

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

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

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

Revised Curriculum

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

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

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

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

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Marketing
Unit Summary: Students will build on the other management principles addressed throughout the program, explaining how to create and manage a marketing plan and conduct a market analysis. It also discusses the role of the menu in marketing a restaurant or food service operation.					
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:	This unit will introduce students to a basic marketing concept and explain how to create a marketing plan. In the second section it focuses on the specifics of marketing: analyzing markets, building an identity, demographics, and communicating that identity to the community. Lastly, the final section of this unit looks at the menu. After describing the various types of menus, it discusses how to build and analyze a menu as part of the greater marketing scheme.				
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- 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:

- What is marketing?
- How does the marketing mix play a role in the Hospitality Industry?
- What is the purpose of SWOT Marketing Analysis (strengths, weaknesses, opportunities, and threats) and how is it used in the Hospitality Industry?

Unit Enduring Understandings:

- Practicing quality standard procedures for marketing 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 with regards to marketing your business.
- Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer-based diet preferences.

Unit Learning Targets:

Students will

- Master their marketing skills with regards to successfully designing a marketing plan for a restaurant.
- Learn how to prepare a marketing plan while choosing a location based on demographics and the needs of the community.



Evidence of Learning

Summative Assessment: 12 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 all of the key terms for the Marketing unit.
- Demonstrate setting up their stations for efficiency.
- 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.
- Creating a marketing plan of a restaurant or food truck.

Lesson Plans

Lesson	Time Frame
Lesson 1 Marketing 101	4 Days 168 Minutes
Lesson 2 Marketing and Promotions	4 Days 168 Minutes
Lesson 3 Marketing and Menu planning	4 Days 168 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

[Marketing Tactics For Surviving The Impact | Coronavirus Restaurant Impact](#)

<https://www.youtube.com/watch?v=g2mmqTi5tsg>

[Top 10 Restaurant Marketing Strategies](#) <https://www.youtube.com/watch?v=sSaeelVnM>



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Marketing 101 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, 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 marketing in the Hospitality Industry and list the steps to the marketing process. - Identify the roles marketing plays in determining products and services offered. - Identify the parts of SWOT analysis. - Identify ways to attract and keep customers.	Lesson Sequence - Discussion on why it is important to properly market your business. - Demonstrate/model the role marketing plays in determining products and services offered. - Guided practice on learning the different parts of SWOT analysis. - Practice using techniques to attract and keep customers.	- 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: Marketing and Promotions	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, 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 why promotions are important to a business. - Identify the steps in developing a promotion mix and promotion plan. - Identify the different types of sales promotions. - Identify the benefits of public relations to your business.	Lesson Sequence - Discussion on why it is important to properly promote your business. - Demonstrate/model the steps in developing a promotion mix and promotion plan. - Guided practice on learning the different types of sales promotions. - Practice using techniques to learn about the benefits of public relations with your business.	- 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: Marketing and Menu Planning	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, 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 why menus are important to food service. - Identify why there are menu principles as well as layouts and design. - Identify the different ways to test out new menu items. - Identify and compare basic pricing methods for menus and marketing.	Lesson Sequence - Discussion on why menus are important to food service. - Demonstrate/model the steps of menu design and layout. - Guided practice on learning various ways to test out new menu items. - Practice using techniques to learn about basic pricing methods for menus and marketing.	- 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: Marketing
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Desserts and Baked Goods
Unit Summary: This unit introduces the principles and skills needed to successfully produce quality desserts and baked goods for guests.					
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 learning about bakeshop basics, including baker's ingredients and measurements. The second section includes basic yeast breads, types of dough and yeast bread preparation. The final section includes pies, pastries, and cookies.				
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- 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-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB.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: • What are baked goods? • What are pastries? • What are yeast breads?	
Unit Enduring Understandings: • Practicing quality standard procedures for bakery goods and pastries is essential for any food service operation. • State and local health regulations are in place to ensure safe and healthful food service environments. • When working with yeast doughs it is very important to understand how it reacts to different ingredients. • Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer-based diet preferences.	
Unit Learning Targets: Students will • Master how to make different pastries and baked goods. • Learn how to prepare different yeast doughs.	

Evidence of Learning

Summative Assessment: 15 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
Professional Baking, Wayne Gisslen
ServSafe National Restaurant Association

Formative Assessments:

- Define all of the key terms for the Desserts and Baked Goods unit.
- Demonstrate setting up their stations for efficiency.
- 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 Baked Goods 101	5 Days 210 Minutes
Lesson 2 Pastries	5 Days 210 Minutes
Lesson 3 Cookies	5 Days 210 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

Professional Baking Textbook

[4 Levels of Chocolate Chip Cookies](https://www.youtube.com/watch?v=sI7E8J1sGvw) <https://www.youtube.com/watch?v=sI7E8J1sGvw>

[4 Levels of Banana Bread](https://www.youtube.com/watch?v=ZrT6fMx2ghc) <https://www.youtube.com/watch?v=ZrT6fMx2ghc>

[Yeast 101](https://www.youtube.com/watch?v=P4NO7xBHl7s) <https://www.youtube.com/watch?v=P4NO7xBHl7s>

[Understanding different types of flours](https://www.youtube.com/watch?v=pkEp26sck58) <https://www.youtube.com/watch?v=pkEp26sck58>

[Basic Steps to Baking Bread](https://www.youtube.com/watch?v=3jDCV_WMSQw) https://www.youtube.com/watch?v=3jDCV_WMSQw

[Measuring for Baking](https://www.youtube.com/watch?v=QjmgQLok5Dk) <https://www.youtube.com/watch?v=QjmgQLok5Dk>

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



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Baking Goods 101 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, 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 measurements used in baking. - Identify the different ingredients used in baking. - Identify primary percentages needed for proper baking. - Identify basic types of dough used in baking.	Lesson Sequence - Discussion on why knowing the different measurements that are used in baking are important. - Demonstrate/model using the correct ingredients for baking. - Guided practice on why we use percentages for proper baking. - Practice using techniques to make different types of dough in baking.	- 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: Pastries 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, 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 pastries that are most commonly used in the industry. - Identify how to make pastry dough. - Identify the different mixing methods that are used to make pastries. - Identify how to make different varieties of icings.	Lesson Sequence - Discussion on why knowing the different types of pastries that are most commonly used in the industry is important. - Demonstrate/model using the correct ingredients for making pastry dough. - Guided practice on learning the different mixing methods. - Practice using techniques to make different types of icings.	- 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: Cookies 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, 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 seven different methods used to making cookies. - Identify why we use shortening vs. butter while making cookies. - Identify why overmixing can be problematic for cookies. - Identify how to properly bake different types of cookies.	Lesson Sequence - Discussion on the seven different methods used for making cookies. - Demonstrate/model using the correct ingredients for shortening vs butter. - Guided practice on why it is important not to overmix your cookies. - Practice using techniques to bake different types of cookies.	- 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: Desserts and Baked Goods
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Sustainability in the Restaurant and Foodservice Industry
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Unit Summary: This unit introduces students to sustainable practices in the restaurant and food service, as well as the challenges and opportunities involved in introducing and following them. This unit also explains why going green is a better option for the environment.

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: The unit is broken down into three sections. The first section describes sustainability and frames a discussion about the importance of water conservation. The second section builds on the previous section, introducing energy conservation and efficiency. The third section discusses alternate forms of waste management in the restaurant and food service industry. There are also talks about sustainable food practices and addresses growing consumer demand for sustainably produced menu items. An example of the unit would be farm to table.

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-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:

- What is Sustainability?
- Why is Sustainability so important in the Hospitality Industry?
- What is farm to table?

Unit Enduring Understandings:

- Practicing quality standard procedures for sustainability in the restaurant and food service industry essential for any food service operation.
- State and local health regulations are in place to ensure safe and healthful food service environments.
- When working with farms to produce high quality foods, to ensure freshness in the farm to table model.
- Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer-based diet preferences.

Unit Learning Targets:

Students will

- Master the ability to fully understand why sustainability is so important for the Hospitality Industry and the environment.
- Students will prepare a meal and menu while keeping in mind sustainability.

Evidence of Learning

Summative Assessment: 12 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 all of the key terms for the Sustainability in the Restaurant and Foodservice Industry unit.
- Demonstrate setting up their stations for efficiency.
- 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 Sustainability 101	5 Days 210 Minutes
Lesson 2 Sustainability Menu Planning	3 Days 126 Minutes
Lesson 3 Sustainability Food Lab	4 Days 168 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

[Sustainable Food](https://www.youtube.com/watch?v=FRnY48_iQUg) https://www.youtube.com/watch?v=FRnY48_iQUg

[Why Sustainable Food Systems Matter](https://www.youtube.com/watch?v=YEGISWTEgyU) <https://www.youtube.com/watch?v=YEGISWTEgyU>

[The Food System](https://www.youtube.com/watch?v=1xvIP5vW2BU) <https://www.youtube.com/watch?v=1xvIP5vW2BU>

[Food Industry Groups Launch Food Supply Partnership](https://www.youtube.com/watch?v=img4v8VDtW8)

<https://www.youtube.com/watch?v=img4v8VDtW8>

[Next Generation Farming](https://www.youtube.com/watch?v=3Ww2TP_tU7o) https://www.youtube.com/watch?v=3Ww2TP_tU7o

[Why the Future of Farming is in cities](#)



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Sustainability 101 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, 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 sustainability and conservation are. - Identify why water conservation is important. - Identify how food service operations can use water efficiently. - Identify how going green can help save you money and be better for the environment.	Lesson Sequence - Discussion on what sustainability and conservation are. - Demonstrate/model to promote understanding why water conservation is important. - Guided practice on learning how food service operations can use water efficiently. - Practice using techniques to have a green approach and show why it is better for the environment.	- 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: Sustainability Menu Planning	Time Frame: 3 Days 126 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, 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 make a menu that is geared toward being better for the environment. - Identify how farm to table menus are healthier for the consumer. - Identify how renewable and nonrenewable sources of energy play a role in the Hospitality Industry. - Identify how solar panels can help the Hospitality Industry save money.	Lesson Sequence - Discussion on how to make a menu that is geared towards being better for the environment. - Demonstrate/model how farm to table menus are healthier. - Guided practice on the differences between nonrenewable sources of energy and how they play a role in the Hospitality Industry - Practice comprehension of how solar panels can help the Hospitality Industry save money.	- 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: Sustainability Food Lab	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, 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 ways to create a menu using a green approach. - Identify how to create a menu using the ingredients we have in our classroom. - Identify different ways we can work in the classroom to be green. - Identify different ways we can reduce waste while cooking.	Lesson Sequence - Discussion on the different ways to create a menu using a green approach. - Demonstrate/model how to create a menu using the ingredients we have in the classroom. - Guided practice on different ways to be “green” in the classroom. - Practice how we can reduce waste in our classroom.	- 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: Sustainability in the Restaurant and Foodservice Industry
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area: Culinary Arts **Grade Level:** 10-12 **Unit Title:** ServSafe Chapters 1-3

Unit Summary: This unit covers the ServSafe manual Chapters 1-3. Chapter one is providing safe food for your guest. Chapter two covers different forms of contamination. Chapter three covers the safe food handler.

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: The unit is broken down into three chapters. The first chapter includes topics such as foodborne illness, how foodborne illness occurs, and keeping food safe. The second chapter covers biological, chemical, and physical contaminants that occur, deliberate contamination of food, responding to a foodborne-illness outbreak, and food allergens. The third chapter is how food handlers can contaminate food, and a good personal hygiene program. All of these chapters are in keeping with the ServSafe manual. Students when they complete the entire manual will be able to take the national exam. Students will then be certified for five years.

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-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:

- What is a foodborne illness?
- How do biological, chemical, and physical contaminants affect your food service operation?
- What is good personal hygiene?

Unit Enduring Understandings:

- Practicing quality standard procedures for eliminating foodborne illness in the restaurant and food service industry.
- State and local health regulations are in place to ensure safe and healthful food service environments.
- When working different things how do you eliminate the risks for biological, chemical, and physical contaminants?
- Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer-based diet preferences.

Unit Learning Targets:

Students will

- Master the knowledge on how to keep themselves safe while handling food.
- Prepare a meal using the knowledge learned from practicing safe food standards.

Evidence of Learning

Summative Assessment: 9 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
ServSafe Instructor Resources
ServSafe DVD Series

Formative Assessments:

- Define all of the key terms for ServSafe Chapters 1-3 unit.
- Demonstrate setting up their stations for efficiency.
- 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.
- Practice ServSafe exam



Lesson Plans

Lesson	Time Frame
Lesson 1 ServSafe Chapter 1	3 Days 126 Minutes
Lesson 2 ServSafe Chapter 2	3 Days 126 Minutes
Lesson 3 ServSafe Chapter 3	3 Days 126 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

ServSafe DVD Series

[ServSafe Website](https://www.servsafe.com/) <https://www.servsafe.com/>

[Chapter 1 Keeping Food Safe](https://www.youtube.com/watch?v=KmNiLOQhx8o) <https://www.youtube.com/watch?v=KmNiLOQhx8o>

[ServSafe Practice Questions and Answers](https://www.youtube.com/watch?v=dPqNxbC7Fsk) <https://www.youtube.com/watch?v=dPqNxbC7Fsk>

[Preventing Foodborne Illness](https://www.youtube.com/watch?v=O9vPNjlqHBc) <https://www.youtube.com/watch?v=O9vPNjlqHBc>



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 1 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what a Foodborne Illness is. - Identify how Foodborne Illness occurs. - Identify how to keep food safe. - Identify different ways you can make food unsafe.	Lesson Sequence - Discussion on what a Foodborne Illness is. - Demonstrate/model how Foodborne Illness occurs. - Guided practice on how to keep food safe. - Practice learning the different ways you can make food unsafe.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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 - ServSafe DVD series - ServSafe Manual		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 2 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what Biological, Chemical, and Physical hazards are. - Identify how someone can deliberately contaminate food. - Identify ways of handling Foodborne-Illness outbreaks. - Identify why it is important to learn and understand how food allergens play a role in the industry.	Lesson Sequence - Discussion on what a Biological, Chemical, and Physical hazards are. - Demonstrate/model how someone can deliberately contaminate food. - Guided practice on learning the different ways of handling Foodborne-Illness outbreaks. - Practice learning the different ways to handle someone with different allergens.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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
- ServSafe DVD series
- ServSafe Manual



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 3 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how food handlers can contaminate food. - Identify how a good personal hygiene program works. - Identify ways of knowing when to stay home when you are sick. - Identify different ways of protecting public health.	Lesson Sequence - Discussion on how food handlers can contaminate food. - Demonstrate/model how learning good personal hygiene skills protects you and your guests. - Guided practice on recognizing when to stay home due to sickness. - Practice learning different ways to protect the public and their health.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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
- ServSafe DVD series
- ServSafe Manual

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: ServSafe Chapters 1-3
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area: Culinary Arts **Grade Level:** 10-12 **Unit Title:** ServSafe Chapters 4-6

Unit Summary: This unit covers the ServSafe manual Chapters 4-6. Chapter four defines the flow of food as the path food takes in your operation from purchasing to service. Chapter five explains that food must be purchased from approved, reputable suppliers. Chapter six covers how to protect food during preparation by handling it safely. The keys are time and temperature control and preventing cross-contamination.

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 chapters which consist of chapters 4-6 in the ServSafe manual. Chapter four is based on the flow of food. It also talks about all of the different hazards in the flow of food. The other part of it is monitoring time and temperature. Chapter five talks about the flow of food in regards to purchasing, receiving, and storage. Chapter six goes into detail about preparation for the flow of food, including cooking food as well as cooling and reheating food.
 All of these chapters are in guidance with the ServSafe manual. Students when they complete the entire manual will be able to take the national exam. Students will then be certified for five years.

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-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:

- Why is cross-contamination so important to understand?
- How do you prevent time-temperature abuse?
- Why do you have to purchase your food from approved, reputable suppliers?

Unit Enduring Understandings:

- Practicing quality standard procedures for eliminating foodborne illness in the restaurant and foodservice industry.
- State and local health regulations are in place to ensure safe and healthful food service environments.
- When working in different areas of the industry, how do you eliminate the risks for biological, chemical, and physical contaminants?
- Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer-based diet preferences.
- Preventing a food-borne outbreak can be avoided if you purchase your food from approved suppliers.

Unit Learning Targets:

Students will

- Master the ability to recognize how to properly handle food.
- Prepare a meal using the knowledge learned from practicing safe food standards.



Evidence of Learning

Summative Assessment: 9 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
 ServSafe Instructor Resources
 ServSafe DVD Series

Formative Assessments:

- Define all of the key terms for ServSafe Chapters 4-6 unit.
- Demonstrate setting up their stations for efficiency.
- 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.
- Practice ServSafe exam

Lesson Plans

Lesson	Time Frame
Lesson 1 ServSafe Chapter 4	3 Days 126 Minutes
Lesson 2 ServSafe Chapter 5	3 Days 126 Minutes
Lesson 3 ServSafe Chapter 6	3 Days 126 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

ServSafe DVD Series

[ServSafe Purchasing, Receiving, and Storage](https://www.youtube.com/watch?v=R-r4JUYHYgw) <https://www.youtube.com/watch?v=R-r4JUYHYgw>

[ServSafe Purchasing, Receiving, and Storage practice exam](https://www.youtube.com/watch?v=Eh39pmbueVo)

<https://www.youtube.com/watch?v=Eh39pmbueVo>

[Basic Food Safety:Temperatures](https://www.youtube.com/watch?v=JpjfvDMsLmc) <https://www.youtube.com/watch?v=JpjfvDMsLmc>



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 4 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to ensure the flow of food is practiced safely. - Identify how to prevent cross-contamination. - Identify how to prevent time-temperature abuse. - Identify how to properly use a thermometer.	Lesson Sequence - Discussion on how food handlers can contaminate food. - Demonstrate/model how to prevent cross-contamination. - Guided practice on recognizing time-temperature abuse. - Practice learning how to properly use a thermometer.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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 - ServSafe DVD series - ServSafe Manual		



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 5 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to properly purchase food from an approved, reputable supplier. - Identify using criteria to accept or reject food during receiving. - Identify how to properly label and date food. - Identify how to properly store food and nonfood items to prevent time-temperature abuse.	Lesson Sequence - Discussion on how to properly purchase food from an approved, reputable supplier. - Demonstrate/model how to accept or reject food during receiving. - Guided practice on properly labeling and dating food. - Practice learning how to properly store food and nonfood items to prevent time-temperature abuse.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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
- ServSafe DVD series
- ServSafe Manual



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 6 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to prevent cross-contamination and time-temperature abuse. - Identify how to properly thaw food correctly. - Identify how to properly cook food to a minimum internal temperature. - Identify how to properly cool and reheat food.	Lesson Sequence - Discussion on how to properly prevent cross-contamination and time-temperature abuse. - Demonstrate/model how to properly thaw food correctly. - Guided practice on learning how to cook food to a minimum internal temperature. - Practice learning how to properly cool and reheat food.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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
- ServSafe DVD series
- ServSafe Manual

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: ServSafe Chapters 4-6
Created: Derrick Gabene	Board Approved on:	Type Here



Unit Overview Template

Content Area: Culinary Arts **Grade Level:** 10-12 **Unit Title:** ServSafe Chapter 7-9

Unit Summary: This unit covers the ServSafe manual Chapters 7-9. Chapter seven covers when holding TCS food for service, you must keep food hot and keep food cold to a minimum internal temperature. Chapter eight covers food safety management systems which is a group of procedures and practices intended to prevent foodborne illness. Chapter nine covers pest control and management while selecting the correct equipment and flooring for your establishment.

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 chapters which consist of chapters 7-9 in the ServSafe manual. Chapter seven consists of the flow of food service. Chapter eight consists of food safety and management systems. Chapter nine consists of safe facilities and pest management. All of these chapters are in keeping with the ServSafe manual. Students when they complete the entire manual will be able to take the national exam. Students will then be certified for five years.

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-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:

- Why is it important to keep food hot?
- Why is it important to have a food safety management system?
- Why is it important to have the correct equipment in your operation?

Unit Enduring Understandings:

- Practicing quality standard procedures for eliminating foodborne illness in the restaurant and food service industry.
- State and local health regulations are in place to ensure safe and healthful food service environments.
- When working in different areas of the industry how do you eliminate the risks for biological, chemical, and physical contaminants?
- Other considerations are nutritional requirements, restaurant theme/cuisine, demographics, and customer-based diet preferences.
- Preventing a food-borne outbreak can be avoided if you purchase your food from approved suppliers.

Unit Learning Targets:

Students will

- Master the ability to recognize how to properly handle food.
- Prepare a meal using the knowledge learned from practicing safe food standards.
- Master the ability to properly control pest management.



Evidence of Learning

Summative Assessment: 12 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
ServSafe Instructor Resources
ServSafe DVD Series

Formative Assessments:

- Define all of the key terms for ServSafe Chapters 7-9 unit.
- Demonstrate setting up their stations for efficiency.
- 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.
- Practice ServSafe exam.



Lesson Plans

Lesson	Time Frame
Lesson 1 ServSafe Chapter 7	3 Days 126 Minutes
Lesson 2 ServSafe Chapter 8	3 Days 126 Minutes
Lesson 3 ServSafe Chapter 9	6 Days 252 Minutes

Teacher Notes:

Timelines are adjusted as needed. **Note: ServSafe final exam will be given when the last chapter is covered.**

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

ServSafe DVD Series

[ServSafe Time and Temperature Service](https://www.youtube.com/watch?v=a9Q6vUxNCvc) <https://www.youtube.com/watch?v=a9Q6vUxNCvc>

[ServSafe Cleaning and Sanitizing](https://www.youtube.com/watch?v=rosWfojf6T4) <https://www.youtube.com/watch?v=rosWfojf6T4>

[ServSafe HACCP Program](https://www.youtube.com/watch?v=xWhEdcKsYU) <https://www.youtube.com/watch?v=xWhEdcKsYU>

[ServSafe Pest Management](https://www.youtube.com/watch?v=43yNGLpKSvk) <https://www.youtube.com/watch?v=43yNGLpKSvk>



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 7 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to properly keep hot foods hot. - Identify how to properly keep cold foods cold. - Identify how to use time as a method of control for food. - Identify how to prevent contamination of food in self-service areas and when serving food to customers.	Lesson Sequence - Discussion on how to properly keep hot foods hot. - Demonstrate/model how to properly keep cold foods cold. - Guided practice on learning how to use time as a method of control for food. - Practice learning how to prevent contamination of food in self-service areas and when serving food to customers.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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
- ServSafe DVD series
- ServSafe Manual



Lesson Plan 2 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 8 Time Frame: 3 Days 126 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, 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, ServSafe DVD Series

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to properly use a food safety management system. - Identify how to use active management control. - Identify how to properly use Hazard Analysis Critical Control Points (HACCP), a systematic preventative approach to food safety, in your establishment. - Identify how to properly use standard operating procedures.	Lesson Sequence - Discussion on how to properly use a food safety management system. - Demonstrate/model how to use active management control. - Guided practice on how to use HACCP in your establishment. - Practice learning how to use standard operating procedures.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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
- ServSafe DVD series
- ServSafe Manual



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: ServSafe Chapter 9 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 **X** 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, ServSafe DVDs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to pick materials and equipment that are safe for use in a food service operation. - Identify how to avoid safety hazards caused by utilities. - Identify how to maintain your facility. - Identify how to handle emergencies.	Lesson Sequence - Discussion on how to pick materials and equipment that are safe for use in a food service operation. - Demonstrate/model how to avoid safety hazards caused by utilities. - Guided practice on how to maintain your facility. - Practice learning how to handle emergencies.	- Discussion. - Teaching it back method. - Application of knowledge learned. - Quizzes at the end of the chapter. - 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 - ServSafe DVD series - ServSafe Manual		



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: ServSafe Chapters 7-9
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:



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



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GLOBAL SKILLS

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



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GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

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