



Springfield Public Schools
Springfield, New Jersey 07081

International Cuisine
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
Springfield, New Jersey**

**Rachel Goldberg, Ed.D.
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

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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: Asian Cuisine

Unit Summary: Students will study cuisines, cultural understandings as well as the heritage and historical context of Asia. This course focuses on methods and techniques used in developing innovative preparations for the modern restaurant. Students will craft, taste and evaluate traditional preparations of Asian regional cuisines.

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

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

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

Unit Rationale: This course will teach students classic Asian cuisines, foods, methods and techniques of the Asian culinary regions. Students will expand upon their basic knowledge and skill in culinary art preparation and presentations.

Career Readiness:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

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

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

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

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

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



Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB .2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB .3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB .6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB .7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB .8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.



9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Knowing the geography and cultures of specific regions are important for preparing authentic cuisines. What are the geographical conditions and cultures of the Asian Region?
- Preparation of food is determined by the methods and techniques practiced in the specific region. What/why are the most widely used preparation methods and techniques of the different Asian regional cuisines?
- Understanding indigenous foods of the region is important when producing authentic cuisines. How do we identify indigenous foods of the many different Asian regional cuisines?

Unit Enduring Understandings:

- Geography and culture are important in defining the regional Asian cuisines, indigenous foods of the Asian Cuisines are seafood, poultry, pork, soy, vegetables and many rice varieties.
- Food preparation methods and techniques are dictated by the culture and foods indigenous to specific regions.
- The many countries of Asia make the Asian regional cuisines diverse and rich in culture.
- The Asian regional cuisines are influenced by 48 different countries, geography and their many diverse cultures.

Unit Learning Targets:

- International Cuisines will provide students the understanding of cultures, food fundamentals, methods, techniques and fusion cooking that make up the Asian cuisines.
- International Cuisines will enable students to better understand food preparations of the Asia regions.

Evidence of Learning

Summative Assessment: 18 days written, oral and practical.

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

Teacher Resources: Foundations of Restaurant Management and Culinary Arts, NRA.
Professional Chef Text, CIA.
Professional Cooking Text, Wayne Gisslen.



Sure-Food Safety Manual, Susan Algo.
Art and Science of Culinary Preparation Text, ACF.

Formative Assessments:

- Group and class discussions.
- Quizzes, end of Segment Test, Mid-term/Final
- Writing in the content area.
- Portfolio Based.
- Written, oral and practical.
- Individual and collaborative performance.
- Evidence Based Selected Response/E.B.S.R.
- Technology Enhanced Constructed Response/T.E.C.R.
- Prose Constructed Response/PCR.

Lesson Plans

Lesson	Time Frame
Lesson 1 Cultures of Asia	5 Days 210 Minutes
Lesson 2 Ingredients	5 Days 210 Minutes
Lesson 3 Food Preparations	8 Days 336 Minutes

Teacher Notes:

Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Pro Start.

ServSafe National Restaurant Association.

Culinary Arts Food Service Management Curriculum, CCAP.

Culinary Fundamentals ACF.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Cultures of Asia Time Frame: 5 Days 210 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the cultures that influence cuisines of the Asian Regions. - Know how culture and geography influence conditions for indigenous foods/ingredients and preparations. - Identify regional appropriate food preparation methods and techniques. - Prepare foods of Asian regional cuisines.	Lesson Sequence - Discussion/explanation of the different cultures. - Explain/Identify culture and geographical conditions that influence the region's cuisine. - Model the appropriate regional food preparations. - Guided Practice preparing the regional cuisine. - Students in groups will practice the different food preparations of the region.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 2 Template			
Content Area:	Culinary Arts	Lesson Title:	Ingredients
		Time Frame:	5 Days 210 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology:			
Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the geography and other factors for growing and raising indigenous foods. - Identify sustainable foods of the region. - Understand selecting foods/ingredients for authentic regional preparations. - Put into action selection, storage and preparations of regional indigenous foods.	Lesson Sequence - Discussion/explanation of the region's indigenous foods. - Identify geographical conditions/factors for producing regional sustainable foods. - Model the appropriate food preparations. - Guided Practice preparing foods of the regional cuisine. - Students in groups will practice the different food preparations.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 3 Template			
Content Area:	Culinary Arts	Lesson Title:	Food Preparation
		Time Frame:	8 Days 336 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology:			
Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know regional food preparation methods and techniques. - Understand what food preparations work with specific indigenous ingredients. - Identify sustainable foods of the region and apply appropriate regional preparation. - Put into action appropriate methods and techniques for preparing local cuisines.	Lesson Sequence - Discussion/explanation of food preparation techniques. - Explain/identify specific ingredients and preparation methods. - Model the different ingredients, methods and techniques. - Guided practice applying regional food preparation methods and techniques. - Practice culinary preparations of the Asian regions.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



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: Asian
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template

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

Unit Summary: Students will study cuisines, cultural understandings as well as the heritage and historical context of the Mediterranean regions. This course focuses on methods and techniques used in developing innovative preparations for the modern restaurant. Students will craft, taste and evaluate traditional preparations of the Mediterranean regional cuisines.

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

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

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

Unit Rationale: This course will teach students classic Mediterranean cuisines, foods, methods and techniques of the Mediterranean culinary regions. Students will expand upon their basic knowledge and skill in culinary art preparation and presentations.

Career Readiness:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

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

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

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

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

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



Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB .2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB .3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB .6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB .7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB .8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.



SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3. 4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Knowing the geography and cultures of the specific regions of the world are important for preparing authentic cuisine. What are the geographical conditions and cultures of the Mediterranean Regions?
- Preparation of food is determined by the methods and techniques practiced in the specific region. What/why are the most widely used preparation methods and techniques of the different Mediterranean regional cuisines?
- Understanding indigenous foods of the region is important when producing authentic cuisines. How do we identify indigenous foods of the many different Mediterranean regional cuisines?

Unit Enduring Understandings:

- Geography and culture are important in defining the Mediterranean regional cuisines, indigenous foods of the Mediterranean Cuisines are seafood, poultry, pork, vegetables and many rice varieties.
- Food preparation methods and techniques are dictated by the culture and foods indigenous to specific regions.
- The many countries of the Mediterranean make the Mediterranean regional cuisines diverse and rich in culture.
- The Mediterranean regional cuisines are influenced by 10 different countries and their many diverse cultures.

Unit Learning Targets:

- International Cuisines will provide students the understanding of cultures, food fundamentals, methods, techniques and fusion cooking that make up the Mediterranean cuisines.
- International Cuisines will enable students to better understand food preparations of the Mediterranean regions.

Evidence of Learning

Summative Assessment: 18 days written, oral and practical.

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

Teacher Resources: Foundations of Restaurant Management and Culinary Arts, NRA.
Professional Chef Text, CIA.



Professional Cooking Text, Wayne Gisslen.
 Sure-Food Safety Manual, Susan Algro.
 Art and Science of Culinary Preparation Text, ACF.

Formative Assessments:

- Group and class discussions
- Quizzes, end of Segment Test, Mid-term/Final
- Writing in the content area
- Portfolio Based
- Written, oral and practical
- Individual and collaborative performance
- Evidence Based Selected Response/E.B.S.R.
- Technology Enhanced Constructed Response/T.E.C.R.
- Prose Constructed Response/PCR

Lesson Plans

Lesson	Time Frame
Lesson 1 Cultures of the Mediterranean	5 Days 210 Minutes
Lesson 2 Ingredients	5 Days 210 Minutes
Lesson 3 Food Preparation	8 Days 336 Minutes

Teacher Notes:

Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Pro Start
 ServSafe National Restaurant Association
 Culinary Arts Food Service Management Curriculum, CCAP
 Culinary Fundamentals ACF



Lesson Plan 1 Template			
Content Area:	Culinary Arts	Lesson Title:	Cultures of the Mediterranean
		Time Frame:	5 Days 210 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology:			
Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the cultures that influence cuisines of the Mediterranean. - Know how culture and geography influence conditions for indigenous foods/ingredients and preparations. - Identify regional appropriate food preparation methods and techniques. - Prepare foods of the Mediterranean regional cuisines.	Lesson Sequence - Discussion/explanation of the different cultures. - Explain/Identify culture and geographical conditions that influence the region's cuisine. - Model the appropriate regional food preparations. - Guided Practice preparing the regional cuisine. - Students in groups will practice the different food preparations of the region.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 2 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the geography and other factors for growing and raising indigenous foods. - Identify sustainable foods of the region. - Understand selecting foods/ingredients for authentic regional preparations. - Put into action selection, storage and preparations of regional indigenous foods.	Lesson Sequence - Discussion/explanation of the region's indigenous foods. - Identify geographical conditions/factors for producing regional sustainable foods. - Model the appropriate food preparations. - Guided Practice preparing foods of the regional cuisine. - Students in groups will practice the different food preparations.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Food Preparation Time Frame: 8 Days 336 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

Equipment Needed:

Kitchen Lab, Classroom, Computers, TV and DVD player.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know regional food preparation methods and techniques. - Understand what food preparations work with specific indigenous ingredients. - Identify sustainable foods of the region and apply appropriate regional preparation. - Put into action appropriate methods and techniques for preparing local cuisines.	Lesson Sequence - Discussion/explanation of food preparation techniques. - Explain/identify specific ingredients and preparation methods. - Model the different ingredients, methods and techniques. - Guided practice applying regional food preparation methods and techniques. - Practice culinary preparations of the Mediterranean regional cuisines.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Classroom - Computer - Text - Videos		



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: Mediterranean
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template			
Content Area:	Culinary Arts	Grade Level:	10-12
		Unit Title:	Middle East
Unit Summary: Students will study cuisines, cultural understandings as well as the heritage and historical context of the Middle East regions. This course focuses on methods and techniques used in developing innovative preparations for the modern restaurant. Students will craft, taste and evaluate traditional preparations of the Middle East regional cuisines.			
Primary Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway 21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy			
Unit Rationale:	This course will teach students classic Middle Eastern cuisines, foods, methods and techniques of the Middle East culinary regions. Students will expand upon their basic knowledge and skill in culinary art preparation and presentations.		
Career Readiness:	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.		



Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, 9.4.12.TL, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB .2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB .3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB .6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB .7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB .8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.



SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3. 4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Knowing the geography and cultures of the specific regions of the world are important for preparing authentic cuisines, what are the geographical conditions and cultures of the Middle East Regions?
- Preparation of food is determined by the methods and techniques practiced in the specific region, what/why are the most widely used preparation methods and techniques of the different Middle East regional cuisines?
- Understanding indigenous foods of the region is important when producing authentic cuisines, how do we identify indigenous foods of the many different Middle East regional cuisines?

Unit Enduring Understandings:

- Geography and culture are important in defining the regional Middle Eastern cuisines, indigenous foods of the Middle East Cuisines are seafood, poultry, vegetables and many rice and grain varieties.
- Food preparation methods and techniques are dictated by the culture and foods indigenous to specific regions.
- The many countries of the Middle East make Middle Eastern regional cuisines diverse and rich in culture.
- The Middle East regional cuisines are influenced by 16 different countries and their many diverse cultures.

Unit Learning Targets:

- International Cuisines will provide students the understanding of cultures, food fundamentals, methods, techniques and fusion cooking that make up the Middle Eastern cuisines.
- International Cuisines will enable students to better understand food preparations of the Middle East regions.

Evidence of Learning

Summative Assessment: 18 days written, oral and practical.

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

Teacher Resources: Foundations of Restaurant Management and Culinary Arts, NRA.
Professional Chef Text, CIA.



Professional Cooking Text, Wayne Gisslen.
Sure-Food Safety Manual, Susan Algro.
Art and Science of Culinary Preparation Text, ACF.

Formative Assessments:

- Group and class discussions
- Quizzes, end of Segment Test, Mid-term/Final
- Writing in the content area.
- Portfolio Based.
- Written, oral and practical.
- Individual and collaborative performance.
- Evidence Based Selected Response/E.B.S.R.
- Technology Enhanced Constructed Response/T.E.C.R.
- Prose Constructed Response/PCR.

Lesson Plans

Lesson	Time Frame
Lesson 1 Cultures of the Middle East	5 Days 210 Minutes
Lesson 2 Ingredients	5 Days 210 Minutes
Lesson 3 Food Preparation	8 Days 336 Minutes

Teacher Notes:

Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Pro Start.

ServSafe National Restaurant Association.

Culinary Arts Food Service Management Curriculum, CCAP.

Culinary Fundamentals ACF.



Lesson Plan 1 Template			
Content Area:	Culinary Arts	Lesson Title:	Cultures of the Middle East
		Time Frame:	5 Days 210 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology:			
Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed:			
Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the cultures that influence cuisines of the Middle East. - Know how culture and geography influence conditions for indigenous foods/ingredients and preparations. - Identify regional appropriate food preparation methods and techniques. - Prepare foods of Middle Eastern Regional cuisines.	Lesson Sequence - Discussion/explanation of the different cultures. - Explain/Identify culture and geographical conditions that influence the region's cuisine. - Model the appropriate regional food preparations. - Guided Practice preparing the regional cuisine. - Students in groups will practice the different food preparations of the region.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 2 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the geography and other factors for growing and raising indigenous foods. - Identify sustainable foods of the region. - Understand selecting foods/ingredients for authentic regional preparations. - Put into action selection, storage and preparations of regional indigenous foods.	Lesson Sequence - Discussion/explanation of the region's indigenous foods. - Identify geographical conditions/factors for producing regional sustainable foods. - Model the appropriate food preparations. - Guided Practice preparing foods of the regional cuisine. - Students in groups will practice the different food preparations.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Food Preparation Time Frame: 8 Days 336 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know regional food preparation methods and techniques. - Understand what food preparations work with specific indigenous ingredients. - Identify sustainable foods of the region and apply appropriate regional preparation. - Put into action appropriate methods and techniques for preparing local cuisines.	Lesson Sequence - Discussion/explanation of food preparation techniques. - Explain/identify specific ingredients and preparation methods. - Model the different ingredients, methods and techniques. - Guided practice applying regional food preparation methods and techniques. - Practice culinary preparations of the Middle Eastern regions.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



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: Middle East
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template

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

Unit Summary: Students will study cuisines, cultural understandings as well as the heritage and historical context of the European regions. This course focuses on methods and techniques used in developing innovative preparations for the modern restaurant. Students will craft, taste and evaluate traditional preparations of the European regional cuisines.

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

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

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

Unit Rationale: This course will teach students classic European cuisines, foods, methods and techniques from the culinary regions of Europe. Students will expand upon their basic knowledge and skill in culinary art preparation and presentations.

Career Readiness:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

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

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

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

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

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



Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB .2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB .3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB .6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB .7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB .8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.



SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3. 4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Knowing the geography and cultures of specific regions of the world are important for preparing authentic cuisines. What are the geographical conditions and cultures of the European Region?
- Preparation of food is determined by the methods and techniques practiced in the specific region. What/why are the most widely used preparation methods and techniques of the different European regional cuisines?
- Understanding indigenous foods of the region is important when producing authentic cuisines. How do we identify indigenous foods of the many different European regional cuisines?

Unit Enduring Understandings:

- Geography and culture are important in defining the regional European cuisines, indigenous foods of the European Cuisines are seafood, poultry, pork, beef, lamb and root vegetables and pasta.
- Food preparation methods and techniques are dictated by the culture and foods indigenous to specific regions.
- The many countries of Europe make the European regional cuisines diverse and rich in culture.
- The European regional cuisines are influenced by 10 different countries and their many diverse cultures.

Unit Learning Targets:

- International Cuisines will provide students the understanding of cultures, food fundamentals, methods, techniques and fusion cooking that make up the European cuisines.
- International Cuisines will enable students to better understand food preparations of the European culinary regions.



Evidence of Learning

Summative Assessment: 18 days written, oral and practical.

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

Teacher Resources:

- Foundations of Restaurant Management and Culinary Arts, NRA.
- Professional Chef Text, CIA.
- Professional Cooking Text, Wayne Gisslen.
- Sure-Food Safety Manual, Susan Algro.
- Art and Science of Culinary Preparation Text, ACF.

Formative Assessments:

- Group and class discussions
- Quizzes, end of Segment Test, Mid-term/Final
- Writing in the content area.
- Portfolio Based.
- Written, oral and practical.
- Individual and collaborative performance.
- Evidence Based Selected Response/E.B.S.R.
- Technology Enhanced Constructed Response/T.E.C.R.
- Prose Constructed Response/PCR.

Lesson Plans

Lesson	Time Frame
Lesson 1 Cultures of Europe	5 Days 210 Minutes
Lesson 2 Ingredients	5 Days 210 Minutes
Lesson 3 Food Preparation	8 Days 336 Minutes

Teacher Notes:

Timelines adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Pro Start.
 ServSafe National Restaurant Association.
 Culinary Arts Food Service Management Curriculum, CCAP.
 Culinary Fundamentals ACF.



Lesson Plan 1 Template			
Content Area:	Culinary Arts	Lesson Title:	Cultures of Europe Time Frame: 5 Days 210 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology: Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the cultures that influence cuisines of The European Regions. - Know how culture and geography influence conditions for indigenous foods/ingredients and preparations. - Identify regional appropriate food preparation methods and techniques. - Prepare foods of the European Regions.	Lesson Sequence - Discussion/explanation of the different cultures. - Explain/Identify culture and geographical conditions that influence the region's cuisine. - Model the appropriate regional food preparations. - Guided Practice preparing the regional cuisine. - Students in groups will practice the different food preparations of the region.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 2 Template			
Content Area:	Culinary Arts	Lesson Title:	Ingredients
		Time Frame:	5 Days 210 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology:			
Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the geography and other factors for growing and raising indigenous foods. - Identify sustainable foods of the region. - Understand selecting foods/ingredients for authentic regional preparations. - Put into action selection, storage and preparations of regional indigenous foods.	Lesson Sequence - Discussion/explanation of the region's indigenous foods. - Identify geographical conditions/factors for producing regional sustainable foods. - Model the appropriate food preparations. - Guided Practice preparing foods of the regional cuisine. - Students in groups will practice the different food preparations.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 3 Template

Content Area: Culinary Arts Lesson Title: Food Preparation Time Frame: 8 Days 336 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know regional food preparation methods and techniques. - Understand what food preparations work with specific indigenous ingredients. - Identify sustainable foods of the region and apply appropriate regional preparation. - Put into action appropriate methods and techniques for preparing local cuisines.	Lesson Sequence - Discussion/explanation of food preparation techniques. - Explain/identify specific ingredients and preparation methods. - Model the different ingredients, methods and techniques. - Guided practice applying regional food preparation methods and techniques. - Practice culinary preparations of the European regions.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



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:	Europe
Created:	William Doring	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Culinary Arts	Grade Level:	10-12	Unit Title:	Spain
Unit Summary: Students will study cuisines, cultural understandings as well as the heritage and historical context of Spain's culinary regions. This course focuses on methods and techniques used in developing innovative preparations for the modern restaurant. Students will craft, taste and evaluate traditional preparations of Spain's regional cuisines.					
Primary Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway 21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	This course will teach students classic Spanish cuisines, foods, methods and techniques from Spain's culinary regions. Students will expand upon their basic knowledge and skill in culinary art preparation and presentations.				
Career Readiness:	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.				



Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB .2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB .3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB .6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB .7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB .8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.



SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2 .2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3 .4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4 .3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5 .2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12. 1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Knowing the geography and cultures of the specific world regions are important for preparing authentic cuisines. What are the geographical conditions and cultures of Spain's culinary Regions?
- Preparation of food is determined by the methods and techniques practiced in the specific region. What/why are the most widely used preparation methods and techniques of the different Spanish regional cuisines?
- Understanding indigenous foods of the region is important when producing authentic cuisines. How do we identify indigenous foods of the many different Spanish regional cuisines?

Unit Enduring Understandings:

- Geography and culture are important in defining the regional Spanish cuisines, indigenous foods of Spain's Cuisines are seafood, poultry, pork, olives, vegetables and many spice and rice varieties.
- Food preparation methods and techniques are dictated by the culture and foods indigenous to specific regions.
- The many culinary regions of Spain make the Spanish regional cuisines diverse and rich in culture.
- The Spanish regional cuisines are influenced by the 6 different regions of Spain and their many diverse cultures.

Unit Learning Targets:

- International Cuisines will provide students the understanding of cultures, food fundamentals, methods, techniques and fusion cooking that make up the Spanish cuisines.
- International Cuisines will enable students to better understand food preparations of Spain's culinary regions.

Evidence of Learning

Summative Assessment: 9 days written, oral and practical.

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

Teacher Resources:

- Foundations of Restaurant Management and Culinary Arts, NRA.
- Professional Chef Text, CIA.
- Professional Cooking Text, Wayne Gisslen.
- Sure-Food Safety Manual, Susan Algo.



- Art and Science of Culinary Preparation Text, ACF.

Formative Assessments:

- Group and class discussions
- Quizzes, end of Segment Test, Mid-term/Final
- Writing in the content area.
- Portfolio Based.
- Written, oral and practical.
- Individual and collaborative performance.
- Evidence Based Selected Response/E.B.S.R.
- Technology Enhanced Constructed Response/T.E.C.R.
- Prose Constructed Response/PCR.

Lesson Plans

Lesson	Time Frame
Lesson 1 Cultures of Spain	2 Days 84 Minutes
Lesson 2 Ingredients	2 Days 84 Minutes
Lesson 3 Food Preparation	5 Days 210 Minutes

Teacher Notes: Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Pro Start
 ServSafe National Restaurant Association
 Culinary Arts Food Service Management Curriculum, CCA
 Culinary Fundamentals ACF



Lesson Plan 1 Template			
Content Area:	Culinary Arts	Lesson Title:	Cultures of Spain Time Frame: 2 Days 84 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology:			
Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed:			
Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the cultures that influence cuisines of Spain. - Know how culture and geography influence conditions for indigenous foods/ingredients and preparations. - Identify regional appropriate food preparation methods and techniques. - Prepare foods of Spain's regional cuisines.	Lesson Sequence - Discussion/explanation of the different cultures. - Explain/Identify culture and geographical conditions that influence the region's cuisine. - Model the appropriate regional food preparations. - Guided Practice preparing the regional cuisine. - Students in groups will practice the different food preparations of the region.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 2 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the geography and other factors for growing and raising indigenous foods. - Identify sustainable foods of the region. - Understand selecting foods/ingredients for authentic regional preparations. - Put into action selection, storage and preparations of regional indigenous foods.	Lesson Sequence - Discussion/explanation of the region's indigenous foods. - Identify geographical conditions/factors for producing regional sustainable foods. - Model the appropriate food preparations. - Guided Practice preparing foods of the regional cuisine. - Students in groups will practice the different food preparations.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 3 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know regional food preparation methods and techniques. - Understand what food preparations work with specific indigenous ingredients. - Identify sustainable foods of the region and apply appropriate regional preparation. - Put into action appropriate methods and techniques for preparing local cuisines.	Lesson Sequence - Discussion/explanation of food preparation techniques. - Explain/identify specific ingredients and preparation methods. - Model the different ingredients, methods and techniques. - Guided practice applying regional food preparation methods and techniques. Practice culinary preparations of Spain.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



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: Spain
Created: William Doring	Board Approved on:	Type Here



Unit Overview Template			
Content Area:	Culinary Arts	Grade Level:	10-12
		Unit Title:	Latin America
Unit Summary: Students will study cuisines, cultural understandings as well as the heritage and historical context of Latin America regions. This course focuses on methods and techniques used in developing innovative preparations for the modern restaurant. Students will craft, taste and evaluate traditional preparations of Latin American cuisines.			
Primary Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway 21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy			
Unit Rationale:	This course will teach students classic world cuisines, foods, methods and techniques from around the globe. Students will expand upon their basic knowledge and skill in culinary art preparation and presentations.		
Career Readiness:	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.		



Learning Targets

Standards:	12.9.3.HT, 12.9.3.HT-RFB, 12.9.3.ST-SM, SEL.PK-12, LA.RI.11-12.1
Content Statements:	12.9.3.HT- Hospitality & Tourism. 12.9.3.HT-RFB- Restaurants & Food/Beverage Services. 12.9.3.ST-SM- Science & Mathematics Career Pathway. 9.2.12.CAP- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.2.12.CAP- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. Core Idea: 9.2.12.CAP- Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.4.12- Career Awareness, Exploration, Preparation, and Training. Core Idea: 9.4.12.CI- With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 9.4.12.TL- Technology Literacy. Core Idea: 9.4.12.TL- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12- Self-Awareness/ Self-Management/ Responsible Decision-Making/Relationship Skills. LA.RI.11-12.1- Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
CPI#:	Cumulative Progress Indicator (CPI):
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT-RFB .2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB .3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
9.3.HT-RFB .4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB .6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
9.3.HT-RFB .7	Utilize technical resources for food services and beverage operations to update or enhance present practice.
9.3.HT-RFB .8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB .10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.



SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2 .2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3 .4	Demonstrate the awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4 .3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5 .2	Utilize positive communication and social skills to interact effectively with others.
LA.RI.11-12. 1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Unit Essential Questions:

- Knowing the geography and cultures of specific regions of the world are important for preparing authentic cuisines. What are the geographical conditions and cultures of the Latin American Regions?
- Preparation of food is determined by the methods and techniques practiced in the specific region. What/why are the most widely used preparation methods and techniques of the different Latin American regional cuisine?
- Understanding indigenous foods of the region is important when producing authentic cuisines. How do we identify indigenous foods of the many different Latin America regional cuisines?

Unit Enduring Understandings:

- Geography and culture are important in defining the regional Latin American cuisines, indigenous foods of the Latin American cuisines are seafood, poultry, pork, vegetables, corn, grains, chilis and many rice varieties.
- Food preparation methods and techniques are dictated by the culture and foods indigenous of specific regions.
- The many countries of Latin America make the regional cuisines diverse and rich in culture.
- The Latin America regional cuisines are influenced by 33 different countries and their many diverse cultures.

Unit Learning Targets:

- International Cuisines will provide students the understanding of cultures, food fundamentals, methods, techniques and fusion cooking that make up the Latin American cuisines.
- International Cuisines will enable students to better understand food preparations of the Latin American regions.

Evidence of Learning

Summative Assessment: 9 days written, oral and practical.

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

Teacher Resources:

- Foundations of Restaurant Management and Culinary Arts, NRA.
- Professional Chef Text, CIA.



- Professional Cooking Text, Wayne Gisslen.
- Sure-Food Safety Manual, Susan Algro.
- Art and Science of Culinary Preparation Text, ACF.

Formative Assessments:

- Group and class discussions
- Quizzes, end of Segment Test, Mid-term/Final
- Writing in the content area.
- Portfolio Based.
- Written, oral and practical.
- Individual and collaborative performance.
- Evidence Based Selected Response/E.B.S.R.
- Technology Enhanced Constructed Response/T.E.C.R.
- Prose Constructed Response/PCR.

Lesson Plans

Lesson	Time Frame
Lesson 1 Cultures of Latin America	2 Days 84 Minutes
Lesson 2 Ingredients	2 Days 84 Minutes
Lesson 3 Food Preparations	5 days 210 Minutes

Teacher Notes: Timelines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

National Restaurant Association, Pro Start.
 ServSafe National Restaurant Association.
 Culinary Arts Food Service Management Curriculum, CCAP.
 Culinary Fundamentals ACF.



Lesson Plan 1 Template

Content Area: Culinary Arts Lesson Title: Cultures of Latin America Time Frame: 2 Days 84 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the cultures that influence cuisines of Latin America. - Know how culture and geography influence conditions for indigenous foods/ingredients and preparations. - Identify regional appropriate food preparation methods and techniques. - Prepare foods of Latin American regional cuisines.	Lesson Sequence - Discussion/explanation of the different cultures. - Explain/Identify culture and geographical conditions that influence the region's cuisine. - Model the appropriate regional food preparations. - Guided Practice preparing the regional cuisine. - Students in groups will practice the different food preparations of the region.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 2 Template			
Content Area:	Culinary Arts	Lesson Title:	Ingredients
		Time Frame:	2 Days 84 Minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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/Science & Mathematics Career Pathway			
Integration of Technology:			
Computers, Programs, State of the Art Kitchen Lab, Learner- Active Technology-Infused Classroom.			
Equipment Needed: Kitchen Lab, Classroom, Computers, TV and DVD player.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know the geography and other factors for growing and raising indigenous foods. - Identify sustainable foods of the region. - Understand selecting foods/ingredients for authentic regional preparations. - Put into action selection, storage and preparations of regional indigenous foods.	Lesson Sequence - Discussion/explanation of the region's indigenous foods. - Identify geographical conditions/factors for producing regional sustainable foods. - Model the appropriate food preparations. - Guided Practice preparing foods of the regional cuisine. - Students in groups will practice the different food preparations.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



Lesson Plan 3 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts/Science & Mathematics Career Pathway

Integration of Technology:

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

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know regional food preparation methods and techniques. - Understand what food preparations work with specific indigenous ingredients. - Identify sustainable foods of the region and apply appropriate regional preparation. - Put into action appropriate methods and techniques for preparing local cuisines.	Lesson Sequence - Discussion/explanation of food preparation techniques. - Explain/identify specific ingredients and preparation methods. - Model the different ingredients, methods and techniques. - Guided practice applying regional food preparation methods and techniques. - Practice culinary preparations of the Latin America region.	- Discussion - Q and A - Quizzes - Individual and collaborative work efforts. - Written, oral and practical evaluations.
Differentiation: Learner-Active Technology-Infused Classroom. Students will be taught and evaluated practically and on individual and collaborative work efforts. Flexible grouping, collaboration and project- based learning will be employed. Assessments will be written, oral and practical.		
Resources Provided: - Kitchen Lab - Classroom - Computer - Text - Videos		



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:	Latin America
Created:	William Doring	Board Approved on:	Type Here		



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



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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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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