

Orange Public Schools



Curriculum Guide

Foodservice Preparation

Grades 11-12

OBE Approval Date: November 12, 2019

ORANGE PUBLIC SCHOOLS
SCHOOL BOARD MEMBERS

2019-2020

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The Orange Board of Education

Vision and Mission Statements

Vision

"The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."

Mission

The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students. With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential. The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles. The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success. The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

Content Area:	Culinary Arts: Foodservice Preparation	Grade(s)	11-12
Unit Plan Title:	Unit 1- Culinary Safety		
Career Ready Practices			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP12: Work productively in teams while using cultural global competence. 			
Overview/Rationale			
This unit focuses on safety in the kitchen and around food. Students will learn how to prevent personal injury, contamination, and foodborne illness in the kitchen. They will learn about fire safety, first aid, personal hygiene, and protective clothing and HACCP system.			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities. ● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities. 			
<p style="text-align: center;">Technology Standard(s)</p> <ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<p style="text-align: center;">Interdisciplinary Standard(s)</p> <ul style="list-style-type: none"> ● NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone ● RST.11-12.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics. <p>HST.11-12.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	

Essential Question(s)
<ul style="list-style-type: none"> • How is protective gear used to safeguard those in the food service industry? • What are pathogens?
Enduring Understandings
<ul style="list-style-type: none"> • Identify possible culinary workplace safety issues. • Identify protective clothing used in a kitchen setting and explain the consequences of not utilizing the protective gear. • Explain fire safety equipment and emergency procedures. • Describe first aid measures for burns, wounds, and choking. • What are physical contaminants? • What are the microorganism/pathogens that may cause foodborne illnesses? • Describe the sources of food contamination and develop a protocol to prevent contamination. • How can deliberate contamination be prevented? • Demonstrate appropriate personal hygiene for the workplace. • What are the food safety responsibilities of a manager?

In this unit plan, the following 21st Century themes and skills are addressed.			
<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication
	Civic Literacy	T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> • Identify four types of personal injuries that foodservice workers must help prevent. • Describe the sources of food contamination and develop a protocol to prevent contamination. • Illustrate proper personal health practices to avoid the spread of foodborne illnesses • Explain the purpose of the HACCP system. • Outline the processes of monitoring, corrective action, record keeping, and verification. • Explain how to properly clean, sanitize, and store dishes and glassware. 			
Assessments			
<ul style="list-style-type: none"> • Pre and Formative Do Now/Quiz/Classwork 			

- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions

<i>Instructional Strategies</i>	<p>Direct Instruction</p> <p>Close read.</p> <p>Student self-assessment</p> <p>Document based questions</p> <p>Targeted feedback</p> <p>Homework & practice</p>
<p style="text-align: center;"><i>Activities</i></p> <p><i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> ● Discuss the common injuries that take place in the kitchen. Divide students in groups and create procedures that will help prevent these injuries. ● Using textbook as a resource, students will answer following questions: <ul style="list-style-type: none"> ✓ What is one of the most common workplace injuries? ✓ What is the first step in fire prevention? ✓ Where can you learn hands-on information about first aid in the workplace? ✓ Explain how to use a fire extinguisher properly. ✓ Describe the three types of burns. ✓ Describe the biological sources of food contamination. ✓ Identify cleaning products commonly used in the foodservice industry. ✓ Explain what to do if you suspect pest infestation at the workplace. ✓ What does HACCP stand for? ✓ What is the safe internal cooking temperature for poultry? ✓ What types of record keeping systems are used in HACCP? ● Visit OSHA website and search for kitchen injuries in restaurants. ● Calculate the ratio of bleach & water in a sanitizing solution. ● Demonstrate hand washing skills and emphasize on importance of it. ● Practice using thermometers to take food temperatures. ● Working in pairs, create a flow chart, identifying all the critical control points once the delivery is received. ● Discuss protective gear in the kitchen; gloves, shoes, hair net, chef's hat, jacket, aprons etc. Use a graphic organizer identifying protective clothing in the kitchen. ● Search www. Cheftalk.com and learn about the history of chefs uniform. Share what they have read with the class.
<i>Experiences</i>	Tour of a school cafeteria kitchen upon approval.
Resources	
<ul style="list-style-type: none"> ● https://www.osha.gov/SLTC/youth/restaurant/cooking.html ● www.glencoe.com ● http://www.cheftalk.com/a/jackets-and-toques-the-history-of-the-chef-uniform ● Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. ● Textbook: ServSafe Coursebook, National Restaurant Association, 2018 7th Edition 	
Suggested Time Frame:	7 weeks (on going)

D- Indicates differentiation at the Lesson Level.

NJASCD, 12 Centre Drive Monroe Township, NJ 08831 [njascd](http://njascd.com).

Content Area:	Culinary Arts: Foodservice Preparation	Grade(s)	11-12
Unit Plan Title:	Unit 2 – The Commercial kitchen, Equipment & Technology		
Career Ready Practices:			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP12: Work productively in teams while using cultural global competence. 			
Overview/Rationale			
<p>In this unit, students will learn about the necessary preparation that takes place before cooking. They will learn about commercial kitchen work stations and work flow. They will also be introduced to the different types of receiving, storage, preparation, cooking, holding, and service equipment. Students will practice various knife skills needed for food preparation.</p>			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities. ● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities. 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<ul style="list-style-type: none"> ● NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone ● RST.11-12.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics. ● WHST.11-12.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 	

Essential Question(s)
<ul style="list-style-type: none"> • What are tools? Are tools useful?
Enduring Understandings
<ul style="list-style-type: none"> • Explain the roles of the different stations in a professional kitchen. • Categorize the different types of professional receiving and storage equipment. • Explain the maintenance and sanitation for preparation equipment. • Compare the different heat sources used in cooking. • Identify the uses of hot food holding equipment. • Categorize the uses of different types of clean up equipment. • Categorize knives by their specific tasks. • Demonstrate basic knife skills. • Explain proper knife safety and storage. • Select appropriate tools and smallwares for specific tasks. • Illustrate proper smallwares cleaning and sanitation.

<p>In this unit plan, the following 21st Century themes and skills are addressed.</p>			
<p><i>Check all that apply.</i> 21st Century Themes</p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E, A	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> • Explain the roles of the different stations in a professional kitchen. • Categorize the different types of professional receiving and storage equipment. • Compare the different heat sources used in cooking. • Evaluate the uses of service equipment. • Demonstrate basic knife skills. 			
Assessments			
<ul style="list-style-type: none"> • Pre and Formative Do Now/Quiz/Classwork • Summative: Test • Other assessment measures: Food Lab/Project (Rubric based) 			

<i>Teaching and Learning Actions</i>	
<i>Instructional Strategies</i>	<ul style="list-style-type: none"> ● Discussions ● Graphic Organizers ● Note taking ● Flexible grouping ● Hands on Learning/Food lab ● Formative assessment
<p style="text-align: center;"><i>Activities</i></p> <p><i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> ● Use the graphic organizer to show the kitchen stations (beverage, garde manger, short order, and hot food section) and its branches. ● Discuss how location of these stations affect the flow of food from the kitchen to the plate and the efficient range of motion makes work easier. ● Evaluate the school food lab for the work flow. Write a report containing the analysis. Offer recommendations to improve the efficiency. ● Choose a recipe and students will make a list of mise en place, which will prepare the work station before any cooking starts. ● Use a sequence chart to describe the five steps involved in receiving shipments of food. (check purchase order against shipment, verify invoice for accuracy, inspect food items for quality, complete a receiving record, move the food items to the appropriate storage area). ● List all receiving equipment and food storage equipment. Discuss the cleaning and sanitization procedures for all equipment. ● Provide with a sample invoice; review abbreviations. Discuss with class so that students have a basic understanding how to read and interpret an invoice. ● Investigate the origin of first in, first out process. How do this concept came to be used in several industries, and why? Write a paragraph to show your answer. Cite your sources. ● Review the cooking equipment used in the kitchen. Discuss the different heat sources these equipment use to cook food. Assign a heat source to pair of students to research about their assigned heat source, when was it discovered? Which cooking equipment works best? Share your research and results in a power point presentation to the class. ● Use a graphic organizer to list all the holding equipment (steam table, bain marie, overhead warmers, proofing/holding cabinets) and service equipment (insulated carriers, chafing dishes, canned fuel, coffee systems, scoops). Show the equipment to students and discuss the use and its effectiveness. ● Research about new technologies that may affect food preparation. Evaluated if it's a useful product. Share your research with class. ● Show various knives and the task that it is used for. Demonstrate proper handling and storage. Identify parts of a knife. ● Show a video demonstrating proper holding of knife, and various cuts. ● Practice various cuts during food labs. ● Show various smallwares used during food preparation and cooking. Choose any smallware and read how to use it and care for it. Write a script for an advertisement mentioning its use and how to clean it. ● Food Lab: Basic knife skills (authentic assessment- rubric based) ● Written test (summative)

<i>Experiences</i>	Tour of a commercial kitchen
Resources	
<ul style="list-style-type: none"> • http://www.acfchefs.org/ACF/Resources/Video_Library/Knife/ACF/Resources/Video/Knife/ • www.glencoe.com • Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. 	
Suggested Time Frame:	2 weeks (on going)

D- Indicates differentiation at the Lesson Level.

Content Area:	Culinary Arts: Foodservice Preparation	Grade(s)	11-12
Unit Plan Title:	Unit 3 – The Foodservice Industry		
Career Ready Practices:			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. <p>P12: Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
This unit focuses on various job and career opportunities in foodservice industry, including those in service, management, and entrepreneurship.			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities. ● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities. 			
<p style="text-align: center;">Technology Standard(s)</p> <ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<p style="text-align: center;">Interdisciplinary Standard(s)</p> <ul style="list-style-type: none"> ● NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone ● RST.11-12.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics. ● WHST.11-12.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 	
Essential Question(s)			
<ul style="list-style-type: none"> ● What are qualities an employer seeks in an employee? 			

Enduring Understandings

- Describe different food production and service opportunities.
- Analyze how foodservice trends affect service and food production operations.
- Identify commercial and noncommercial foodservice and food production operations.
- Identify small business opportunities available in foodservice.
- Describe the function of a business plan.
- Demonstrate basic employability skills in foodservice.
- Evaluate the characteristics of a positive work ethic.
- Identify the leadership skills necessary for foodservice employment.
- Summarize the rights and responsibilities of employees and employers.
- Calculate tips & wages.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21 st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21 st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E, A	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Describe different food production and service opportunities.
- Analyze how foodservice trends affect service and food production operations.
- Describe the function of a business plan.
- Identify the leadership skills necessary for foodservice employment.
- Summarize the rights and responsibilities of employees and employers.
- Outline the duties of each member of the service staff.

Assessments

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions

<p><i>Instructional Strategies</i> <i>Graphic Organizers</i> <i>Circulate & provide assistance on as needed basis.</i></p>	<ul style="list-style-type: none"> ● Discussions ● Graphic Organizers ● Note taking ● Group work ● Role play ● Food Lab
<p><i>Activities</i> <i>Use of crosswords for terms.</i> <i>Graphic Organizers.</i> <i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> ● Review the content vocabulary using a power point. Students to create a crossword puzzle. Use the definitions as clues. ● Discuss various careers in foodservice industry. ● Use graphic organizer to list the kitchen brigade & their specific tasks. ● Prepare 2 meals, first day using kitchen brigade system and assigning tasks; next day working as a group without assigning responsibilities. ● Students will choose one job in food production, one in service category and one job in management category. They will research on the education, training, salaries, responsibilities of each job, then compare and contrast the similarities and differences. ● Discuss commercial and noncommercial establishments; differences and similarities. ● In pairs create a business plan for a new restaurant. ● Discuss what purpose zoning laws might serve. ● Students will create multiple choice quiz using content vocabulary. ● Debate why management jobs are often more demanding than employee jobs. ● Discuss skills needed in foodservice industry: listening speaking, writing, reading, math and thinking. ● Discuss qualities that make up a strong work ethic: responsibility, flexibility, honesty, reliability, teamwork, and commitment. ● Make a list of their own strengths and weaknesses. ● Search for a job in foodservice industry, write a resume and a cover letter to apply for that job. ● Role play a job interview between an employer and prospective employee, then switch roles. ● Calculate the tips on page 110 & 112 of the text. ● Written Test
<p><i>Experiences</i></p>	<p>Guest Speaker: Business teacher to discuss the business plans.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● www.glencoe.com ● Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. 	
<p>Suggested Time Frame:</p>	<p>6-7 weeks</p>

D- Indicates differentiation at the Lesson Level.

Content Area:	Culinary Arts: Foodservice Preparation	Grade(s)	11-12
Unit Plan Title:	Unit 4 – The Dining Experience		
Career Ready Practices:			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. <p>P12: Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>This unit focuses on the role and duties of each member of the service staff and demonstrate customer service skills. The students will learn about different types of dining establishments, and meal services and how to properly maintain a restaurant dining room, including setting tables.</p>			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities. ● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities. 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<ul style="list-style-type: none"> ● <u>NJSLSA.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ● NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone ● RST.9-10.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.9-10.3: Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text. ● RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or 	

	<p>technical context relevant to grades 9-12 texts and topics.</p> <ul style="list-style-type: none"> ● WHST.9-10.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Essential Question(s)	
<ul style="list-style-type: none"> ● What are qualities an employer seeks in an employee? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Outline the duties of each member of the service staff. ● Summarize the traits servers need to have to provide excellent customer service. ● Compare and contrast the different types of beverage service. ● Describe the server's role in greeting customers and taking orders. ● List the order of service for a meal. ● Categorize the five main different types of dining environments ● Distinguish between different styles of meal service. ● Illustrate how to properly set a table for different situations. 	

In this unit plan, the following 21st Century themes and skills are addressed.			
<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E, A	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> ● Outline the duties of each member of the service staff. ● Compare and contrast the different types of beverage service. ● Categorize the five main types of dining environments. ● Distinguish between different styles of meal service. 			
Assessments			

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions

<p><i>Instructional Strategies</i> <i>Graphic Organizers</i> <i>Circulate & provide assistance on as needed basis.</i></p>	<ul style="list-style-type: none"> ● Discussions ● Graphic Organizers for dining environments ● Note taking ● Flexible grouping ● Role play/Hands on learning
<p><i>Activities</i> <i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> ● In class discuss personal good and bad dining experiences. Discuss what made the experience good or bad? Was the experience good or bad because of the food or the service? ● Create a crossword puzzle using the content vocabulary. ● Research and find articles pertaining to customer service and summarize the ideas contained within them. Share the summary with the class. ● Make a list of traits that a great server should have. ● Categorize 5 types of dining environments: fine dining, theme, casual dining, quick service, catering. List characteristics of each. ● Categorize types of meal service: American plated service, booth service, family service, banquette service, classical French service, Russian / English service, butler service, buffet service. List the characteristics of each ● Set up tables. (authentic assessment – rubric based) ● Use a graphic organizer to make a sequence chart to show the 10 steps in serving a customer. ● Practice table service; use the guidelines on page 139 in the textbook ● Practice Napkin folding. ● In pairs and plan a new restaurant, include location, restaurant category, details (menu, pricing, décor), poster/ad, and presentation to the class. ● Class will be divided; half of the students will be assigned to set up and work the front of the house (set up tables, serve) the other half of the students will work back of the house (prepare food for service). Assignments will be rotated for practice. ● Written Test
<p><i>Experiences</i></p>	<p>Trip to a banquet facility to experience table setting.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=KoU1XiQJ1vo ● https://www.youtube.com/watch?v=ka3h6NkvQow ● www.glencoe.com ● Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. 	
<p>Suggested Time Frame:</p>	<p>8 weeks</p>

D- Indicates differentiation at the Lesson Level.

Content Area:	Culinary Arts: Foodservice Preparation	Grade(s)	11-12
Unit Plan Title:	Unit 5 – Quality Foodservice Practices		
Career Ready Practices:			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP12: Work productively in teams while using cultural global competence. 			
Overview/Rationale			
<p>The focus of this unit is on management, marketing, and employment laws in the foodservice industry. Students will learn about effective managing and marketing strategies. They will also learn about standards, government laws and regulations as they apply to food safety and the foodservice industry.</p>			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities. ● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities. 			
<p>Technology Standard(s)</p> <ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<p>Interdisciplinary Standard(s)</p> <ul style="list-style-type: none"> ● NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone ● RST.11-12.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics. ● WHST.11-12.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., 	

headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Essential Question(s)

- What skills do leaders need to have?
- What are regulations? Are they necessary?

Enduring Understandings

- List the qualities and duties of an effective manager.
- Explain the foodservice manager’s role in maintaining profitability.
- Analyze the manager’s role in employee selection, training, and supervision.
- Examine the design issues that contribute to a profitable facility.
- Give examples of what foodservice facilities can do to manage loss prevention.
- Identify promotion and public relations techniques.
- List the industry standards of quality used to evaluate food.
- Summarize the roles of various government agencies in the foodservice industry.
- Explain how facilities maintenance can help uphold foodservice standards.
- Describe laws meant to protect workers.
- Distinguish between management and employee responsibilities for the working environment.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21 st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21 st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E, A	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Identify the qualities of an effective manager.
- Analyze the manager’s role in employee selection, training, and supervision.
- Explain the role of a foodservice manager in maintaining profitability.
- Describe laws and regulations that impact the foodservice industry and its employees.

Assessments

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test

- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions

Instructional Strategies
Graphic Organizers
Circulate & provide assistance on as needed basis.

- Discussions
- Graphic Organizers
- Note taking
- Questioning
- Role play/hands on learning
- Formative assessment

Activities
Use of crosswords for terms.
Graphic Organizers.
Extra time.
Provide English to Spanish & English to Creole vocabulary sheet.

- Make sentences using the content vocabulary.
- Have students review the section on effective management and make a list of personality traits of a good manager.
- Explain the role of a manager in foodservice industry.
- Role play: a customer complaining and a manager attempting to resolve the problem. After a role play, discuss if the manager’s resolution was fair and diplomatic solution.
- Discuss changes that may affect profitability, such as the way a task is done, reorganizing storage space, increase in dining space, changes in staffing and scheduling, employee training.
- Explain the concept of supply and demand and how it affects profitability.
- Given a scenario and students will calculate average sales per customer, labor cost and net profit after subtracting all expenses. (pg. 176,177,178, 192, in the textbook)
- Use graphic organizer to identify the four factors (location, customer base, competition, and trends) to analyze the market place.
- Crossword puzzles to reinforce content vocabulary.
- Use textbook as a resource and answer following questions:
 - What factors to be considered when designing a foodservice operation.
 - Explain how to analyze the customer base.
 - What is the first step a manager takes to review the job applications?
 - Who are mentors and what do they do?
 - What factors to analyze when creating a marketing strategy.
 - Explain how to analyze the competition.
 - What are two marketing strategies that provide information to give an operation the best possible start?
 - What are advantages and disadvantages of direct marketing?
 - Explain the benefits and limitations of doing market research.
 - What are the government agencies that are involved in standards and regulations for the foodservice industry.
 - Explain how food is graded.
 - Why do we have laws that protect people from discrimination?
 - What laws govern equal employment opportunities.
 - Explain concept of affirmative action.
 - Assign each group a government agency and they will research how its regulations impact foodservice industry. Summarize the information and create a poster that shows the regulations pertinent to foodservice industry only.
- Food Lab: Prepare a meal. Calculate the cost of the meal per person. (authentic assessment – rubric based)
- Written test (summative)

<i>Experiences</i>	City of Orange - Department of Health for regulations Prepare refreshments for school events
Resources	
<ul style="list-style-type: none"> • www.glencoe.com • Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. • Textbook: National Restaurant Association, ServSafe Coursebook, 2018 7th Edition 	
Suggested Time Frame:	8 weeks

D- Indicates differentiation at the Lesson Level.

Content Area:	Culinary Arts: Foodservice Preparation	Grade(s)	11-12
Unit Plan Title:	Unit 6 – Creating Menus and Standardized Recipes		
Career Ready Practices:			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP12: Work productively in teams while using cultural global competence. 			
Overview/Rationale			
This unit focuses on the 6 categories of nutrients and why are they essential to the body. Also, discuss the ways that foodservice operations can serve more healthful meals and learn about the common additives used in foodservice.			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures in food and beverage service facilities. ● 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage facilities. 			
<p style="text-align: center;">Technology Standard(s)</p> <ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<p style="text-align: center;">Interdisciplinary Standard(s)</p> <ul style="list-style-type: none"> ● NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone ● RST.11-12.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics. ● WHST.11-12.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 	
Essential Question(s)			
<ul style="list-style-type: none"> ● What is a menu? 			

Enduring Understandings

- Categorize the factors that influence a menu.
- Describe the types of menus used by foodservice establishments.
- Evaluate basic menu planning principles.
- Define menu styles and design guidelines.
- Explain different menu categories and how they are typically listed.
- Identify the influences that impact menu prices.
- Compare and contrast various menu pricing methods.
- Explain how standardized recipes help to maintain product consistency.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E, A	Communication
	Civic Literacy	T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Categorize the factors that influence a menu.
- Describe the types of menus used by foodservice establishments.
- Evaluate basic menu planning principles.
- Explain different menu categories and how they are typically listed.
- Compare and contrast various menu pricing methods.
- Explain how standardized recipes help to maintain product consistency.
- Summarize how to cost a recipe

Assessments

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions

Instructional Strategies

- Discussions
- Graphic Organizers
- Note taking

	<ul style="list-style-type: none"> ● Cooperative learning ● Role play/Food Lab ● Formative assessment
<p>Activities</p> <p><i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> ● Compare menus of various foodservice establishments. Discuss what they like and what they do not like about each menu. Discuss the format, the design, the food items and the pricing. ● Discuss and come up a list of things a menu can determine for a restaurant. (type of customers, quick service/fine dining/casual dining, equipment needed, type of workers and their level of skill, what supplies are necessary to prepare and serve the menu items) ● Work in pairs, and review the provided menu to evaluate the type of clientele that would eat at that location, the employee skill level needed, and the equipment and layout needed. ● Create a crossword puzzle using the content vocabulary. ● Use a graphic organizer to list menu planning principles, and for each principle specify how it can be used successfully in a menu. ● Use the textbook as a resource and answer the following questions: w to a la carte and semi a la carte menus differ? what type of establishment would you find a fixed menu? what is a table d’hote menu? w can good menu organization help the customer? w does the concept of visual appeal affect plate presentation? w do customer food allergies impact employee training? w can choosing prices that are too low or too high affect a foodservice establishment? t factors that influence menu pricing. plain how competition affects menu pricing. ales are \$32,658 and food cost is \$10,600, what is your food cost percentage? w does atmosphere affect menu pricing? at other factors should you consider besides cost of food when calculating a menu price? ● Working in pairs, create a menu for a new foodservice operation. Consider all of the influences on menus as you plan. (see pg. 327 in the textbook) ● Find a recipe that is not standardized. Convert the recipe to a standardized recipe. ● Calculate the conversion factor (desired yield /existing yield=conversion factor) Then, multiply the existing quantity by the conversion factor to find the new quantity. ● Determine a recipe item cost. ● Calculate food costs on a typical night at a restaurant. (pg. 366) ● Food Lab (authentic assessment – rubric based) ● Written test (summative assessment)
Experiences	Prepare and serve food for school events.
Resources	
<ul style="list-style-type: none"> ● www.glencoe.com ● Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. 	
Suggested Time Frame:	8 weeks

D- Indicates differentiation at the Lesson Level.