

# Orange Public Schools

## Office of Innovation

Foodservice Preparation



Board Approval Date: \_\_\_\_\_

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***"GOOD TO GREAT"***

Revised: 8/17/21

**Foodservice Preparation Grades: 10-12**

**Course Description:** A full year course preparing students for employment in the food service industry, preparation of foods, career exploration, service, and serving are the topics covered in this course. Field trips to commercial establishments and culinary schools reinforce the program.

**Scope and Sequence**

Timeline	Concepts
<b>Marking Period 1</b>	<b>Unit 1: Culinary Safety</b> (80 class periods; 45 minutes each)
<b>Marking Period 2</b>	<b>Unit 2: The Commercial Kitchen, Equipment and Technology</b> (15 class periods; 45 minutes each)  <b>Unit 3: The Food Service Industry</b> (20 class periods; 45 minutes each)
<b>Marking Period 3</b>	<b>Unit 4: Cooking Techniques</b> (40 class periods; 45 minutes each)
<b>Marking Period 4</b>	<b>Unit 5: The Dining Experience</b> (15 class periods; 45 minutes each)

Unit 1	Culinary Safety	Grade(s)	10-12
<b>Overview/Rationale</b>			
Importance of personal hygiene for a food service worker. Different types of contaminations (physical, chemical, biological and deliberate), what are the causes of these contaminations and how these can be prevented; the illnesses the biological contaminants cause, and the role foodservice employees play in food safety. The impact of food contamination on foodservice facilities.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.</li> <li>9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</li> <li>9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills Practices</b>			
<ul style="list-style-type: none"> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> <li>CRP1: Act as a responsible and contributing citizen and employee.</li> <li>CRP2: Attend to personal health and financial well-being.</li> <li>CRP3: Consider the environmental, social, and economic impact of decisions.</li> <li>CRP4: Demonstrate creativity and innovation.</li> <li>CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP6: Model integrity, ethical leadership, and effective management.</li> <li>CRP7: Plan education and career paths aligned to personal goals.</li> <li>CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>CRP9: Work productively in teams while using cultural global competence.</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<ul style="list-style-type: none"> <li>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> <li>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>	

<p>profit organizations, and governments have responded.</p> <ul style="list-style-type: none"> <li>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>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.</li> <li>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</li> <li>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
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### 21<sup>st</sup> Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

### Essential Question(s)

- How does wearing protective gear prevent accidents in the kitchen area?
- How can pathogens have adverse effects on food?
- How can you ensure food safety?

### Enduring Understandings

- Identifying culinary workplace safety issues and wearing protective gear can prevent hazards in the kitchen.
- Fire safety procedures and first aid measures are in place to treat burns, wounds, and choking.
- There are different types of food contaminants and a protocol to protect against each contaminant.
- Foodborne illnesses can be prevented if proper food handling procedures are followed.

### Student Learning Targets/Objectives

- 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

- Pre and Formative: Do Now, classwork (chapter questions, vocabulary, multiple choice questions, quiz)
- Summative: Cumulative test for chapters 1-4; 5-10; 11-15;
- Authentic: Food Lab/Project - demonstrating food safety practice during food preparation & analyzing the scenarios in the textbook and answering questions. (Rubric based)

### Teaching and Learning Actions

*Universal Strategies  
for G/T, SE, and ELL  
Differentiation used in all  
units*

**Multi-Tiered System of Supports/ Differentiation and UDLG=Universal Design for Learning Guide:**

**Special education students:**

Adhere to all modifications and health concerns stated in each Individualized Educational Plan (IEP).

D-1: Provide clear and concise instructions. Provide consistency of structure. Provide fair and challenging assessments. Provide scaffolding of assignments to encourage engagement of all levels.

UDLG 2.1 Clarify vocabulary and symbols

D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.

Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.

UDLG 5-Provide options for expression and communication.

D-3: Modify Unit content to meet student ability. Provide pictorial or graphic representation on the content area.

Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.

Accommodating Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines.

Utilize Snap-n-Read and Co-writer.

D-4: Reduce the number of questions that need to be answered on assignments and tests.

D-5: Provide one-step commands when applicable. Allow students to answer orally when applicable.

D-7: Use positive reinforcement for work completed.

**English Language Learners (ELL) students:**

Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.

D-ESL-1. Provide students with translations of key terms prior to presenting each chapter. Encourage student use of dictionaries.

Snap and Read Google extension addition. It will be read to the student in the language selected.

D-ESL-2. Allow for longer pauses when asking questions and encourage students to restate what was said in their own words.

Vocabulary Spelling City word banks.

Use visuals whenever possible to support classroom instruction and classroom activities.

UDLG 5-Provide options for expression and communication.

D-6: Provide flexible groupings based on student abilities and languages spoken.

Teacher modeling and written instruction for every assignment.

UDLG 2.4-Promote understanding across languages.

**At risk of failure students:**

Give students a MENU option, allowing students to pick activities based on interests that address the objectives and standards of the unit.

UDLG 5-Provide options for expression and communication.

Modified Instructional Strategies, Reading Alouds, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one-on-one instruction.

D-SLD-1. Encourage students to maintain a daily log that describes their academic performance, what activities they worked on in class.

D-SLD-2. Provide students with structured questions that they will be successful in answering.

Constant parental contact and mandatory tutoring appointments.

Academic contracts.

UDLG 7.3-Minimize threats and distractions

**Gifted and Talented students:**

Modified Instructional Strategies, Socratic Seminar, Group discussion, Think-Pair-Share, Individual assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.

Student led classroom instruction and Project Based Learning.

UDLG 8.2-Vary demands and resources to optimize challenge

UDLG 9.4-Develop self-assessment and reflection.

	<p><b><u>Students with a 504:</u></b></p> <p>Adhere to all modifications and health concerns stated in 504 plans. Then assess the academics of the student to implement the necessary modifications as described in this document.</p> <p>Utilize Snap-n-Read and Co-writer.</p>
<p><i>Instructional Strategies and Activities:</i></p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Close read</li> <li>• Student self-assessment</li> <li>• Document based questions</li> <li>• Targeted feedback</li> <li>• Homework &amp; practice</li> </ul> <p>Discuss the common injuries that take place in the kitchen. Divide students in groups and create procedures that will help prevent these injuries.</p> <ul style="list-style-type: none"> <li>• Using textbook as a resource, students will answer following questions: <ul style="list-style-type: none"> <li>✓ What is one of the most common workplace injuries?</li> <li>✓ What is the first step in fire prevention?</li> <li>✓ Where can you learn hands-on information about first aid in the workplace?</li> <li>✓ Explain how to use a fire extinguisher properly.</li> <li>✓ Describe the three types of burns.</li> <li>✓ Describe the biological sources of food contamination.</li> <li>✓ Identify cleaning products commonly used in the foodservice industry.</li> <li>✓ Explain what to do if you suspect pest infestation at the workplace.</li> <li>✓ What does HACCP stand for?</li> <li>✓ What is the safe internal cooking temperature for poultry?</li> <li>✓ What types of record keeping systems are used in HACCP?</li> </ul> </li> <li>• Visit OSHA website and search for kitchen injuries in restaurants.</li> <li>• Calculate the ratio of bleach &amp; water in a sanitizing solution.</li> <li>• Demonstrate hand washing skills and emphasize the importance of it.</li> <li>• Practice using thermometers to take food temperatures.</li> <li>• Working in pairs, create a flow chart, identifying all the critical control points once the delivery is received.</li> <li>• Discuss protective gear in the kitchen, for example gloves, shoes, hair net, chef's hat, jacket, aprons etc. Use a graphic organizer identifying protective clothing in the kitchen.</li> <li>• Search www. Cheftalk.com and chef uniform to learn about the history of chef uniforms. Share what they have read with the class.</li> </ul>
<p>Experiences (virtual and live field trips)</p>	<p>YouTube videos, tour of school kitchen, guest speakers</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="https://www.osha.gov/SLTC/youth/restaurant/cooking.html">https://www.osha.gov/SLTC/youth/restaurant/cooking.html</a></li> <li>• <a href="#">Chef Uniform</a></li> <li>• <a href="#">ServSafe Ch.1 to 10 PPT</a></li> <li>• <a href="#">Foodborne Illness: What Problem?</a></li> <li>• <a href="#">Listeria monocytogenes</a></li> </ul>	



- [Salmonella](#)
- [HACCP](#)
- [Cleaning & Sanitizing](#)
- Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition.
- Textbook: ServSafe Coursebook, National Restaurant Association, 2018 7<sup>th</sup> Edition

**Pacing/ Time Frame:**

80 class periods: 45 minutes class period

DRAFT

<b>Unit 2</b>	<b>The Commercial kitchen, Equipment &amp; Technology</b>	<b>Grade(s)</b>	<b>10-12</b>
<b>Overview/Rationale</b>			
In this unit, students will learn about the necessary preparation that takes place before cooking. They will learn about commercial kitchen workstations and workflow. 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.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.</li> <li>9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</li> <li>9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills Practices</b>			
<ul style="list-style-type: none"> <li>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</li> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> <li>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> <li>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</li> <li>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</li> <li>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social</li> <li>CRP1: Act as a responsible and contributing citizen and employee.</li> <li>CRP2: Attend to personal health and financial well-being.</li> <li>CRP3: Consider the environmental, social, and economic impact of decisions.</li> <li>CRP4: Demonstrate creativity and innovation.</li> <li>CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP6: Model integrity, ethical leadership, and effective management.</li> <li>CRP7: Plan education and career paths aligned to personal goals.</li> <li>CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>CRP9: Work productively in teams while using cultural global competence.</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<ul style="list-style-type: none"> <li>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>	

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| <ul style="list-style-type: none"> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul> | <ul style="list-style-type: none"> <li>● 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</li> <li>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● 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.</li> <li>● RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</li> <li>● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>● 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</li> </ul> |
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#### Essential Question(s)

- How can the kitchen be divided into different parts?
- How can a variety of kitchen equipment be categorized?
- How are kitchen tools useful?

#### Enduring Understandings

- Every station has a different role in a professional kitchen.
- Categorize the different types of professional receiving and storage equipment.
- All kitchen preparation equipment must be maintained and sanitized.
- Identify the uses of hot food holding equipment and compare the different heat sources used in cooking.
- Knives are categorized by their specific tasks and must be handled and stored properly.
- Specific culinary tasks require the appropriate tools and smallwares.

### Student Learning Targets/Objectives

- 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

- Pre and Formative: Do Now, classwork, quiz
- Summative: Cumulative test
- Authentic: Food Lab/Project/knife skills (Rubric based)

### Teaching and Learning Actions

<i>Instructional Strategies</i>	<p>Discussions</p> <p>Graphic Organizers</p> <p>Note taking</p> <p>Flexible grouping</p> <p>Hands on Learning/Food lab</p> <p>Formative assessment</p>
<i>Instructional Activities</i>	<ul style="list-style-type: none"> <li>• Use the graphic organizer to show the kitchen stations (beverage, garde manger, short order, and hot food section) and its branches.</li> <li>• 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.</li> <li>• Evaluate the school food lab for the workflow. Write a report containing the analysis. Offer recommendations to improve the efficiency.</li> <li>• Choose a recipe and students will make a list of mise en place, that will prepare the workstation before any cooking starts.</li> <li>• 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).</li> <li>• List all receiving equipment and food storage equipment. Discuss the cleaning and sanitization procedures for all equipment.</li> <li>• Provide with a sample invoice, review abbreviations. Discuss with the class so that students have a basic understanding how to read and interpret an invoice.</li> <li>• Investigate the origin of the first in, first out process. How does this concept come to be used in several industries, and why? Write a paragraph to show your answer. Cite your sources.</li> <li>• Review the cooking equipment used in the kitchen. Discuss the different heat sources this equipment uses to cook food. Assign a heat source to a pair of students to research about their assigned heat source, when was it discovered? Which cooking equipment works best? Share your research and result in a powerpoint presentation to the class.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research about new technologies that may affect food preparation. Evaluated if it is a useful product. Share your research with the class.</li> <li>• Show various knives and the task that it is used for. Demonstrate proper handling and storage. Identify parts of a knife.</li> <li>• Show a video demonstrating proper holding of knives, and various cuts.</li> <li>• Practice various cuts during food labs.</li> <li>• Show various smallware 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.</li> <li>• Food Lab: Basic knife skills (authentic assessment- rubric based)</li> <li>• Written test (summative)</li> </ul>
Experiences (virtual and live field trips)	Guest chef demonstrating knife skills. Tour of Hudson County Community College
<b>Resources</b>	
<a href="#">Large Kitchen Equipment</a> <a href="#">Small equipment</a> <a href="#">Service Pans</a> <a href="#">Kitchen Knives</a> Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. Textbook: ServSafe Coursebook, National Restaurant Association, 2018 7 <sup>th</sup> Edition	
<b>Pacing/ Time Frame:</b>	15 class periods: 45 minutes per class periods

<b>Unit 3</b>	<b>The Foodservice Industry</b>	<b>Grade(s)</b>	<b>10-12</b>
<b>Overview/Rationale</b>			

This unit focuses on various job and career opportunities in the foodservice industry, including those in service, management, and entrepreneurship. The role of food service manager, foodservice workers, food handler & chefs.

### New Jersey Student Learning Standards

- 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.

### Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Attend to personal health and financial well-being.
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- CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6: Model integrity, ethical leadership, and effective management.
- CRP7: Plan education and career paths aligned to personal goals.
- CRP8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

### Technology/Computer Science and Design Thinking

- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

### Interdisciplinary Standards

- 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

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| <ul style="list-style-type: none"> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul> | <ul style="list-style-type: none"> <li>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● 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.</li> <li>● RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</li> <li>● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>● 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</li> </ul> |
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### Essential Question(s)

- How can a foodservice facility be categorized?
- How do you analyze the skills of a food service employee?
- How will a business plan assist an entrepreneur in securing investors for their business

### Enduring Understandings

- There are a variety of food production and service opportunities in the culinary industry.
- Foodservice trends affect service and food production operations.
- Entrepreneurs can identify small business opportunities available in the foodservice industry.

### 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 food service 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, classwork, quiz (students will create the quiz – select questions will be part of the summative assessment)
- Summative: Test
- Authentic: Food Lab/Project (Rubric based)

### Teaching and Learning Actions

<i>Instructional Strategies</i>	Discussions Graphic Organizers Note taking Group work Role play Food Lab
<i>Instructional Activities</i>	<ul style="list-style-type: none"> <li>• Review the content vocabulary using a power point. Students create a crossword puzzle. Use the definitions as clues.</li> <li>• Discuss various careers in the foodservice industry.</li> <li>• Use a graphic organizer to list the kitchen brigade &amp; their specific tasks.</li> <li>• Prepare 2 meals, first day using kitchen brigade system and assigning tasks; next day working as a group without assigning responsibilities.</li> <li>• Students will choose one job in food production, one in the service category and one job in management category. They will research the education, training, salaries, responsibilities of each job, then compare the similarities and differences.</li> <li>• Discuss commercial and noncommercial establishments, differences, and similarities.</li> <li>• In pairs create a business plan for a new restaurant.</li> <li>• Discuss what purpose zoning laws might serve.</li> <li>• Students will create multiple choice quizzes using content vocabulary.</li> <li>• Debate why management jobs are often more demanding than employee jobs.</li> <li>• Discuss skills needed in the foodservice industry: listening, speaking, writing, reading, math and thinking.</li> <li>• Discuss qualities that make up a strong work ethic: responsibility, flexibility, honesty, reliability, teamwork, and commitment.</li> <li>• Make a list of their own strengths and weaknesses.</li> <li>• Search for a job in the foodservice industry, write a resume and a cover letter to apply for that job.</li> <li>• Demonstrate basic employability skills in foodservice.</li> <li>• Roles play a job interview between an employer and prospective employee, then switch roles.</li> <li>• Calculate the tips on page 110 &amp; 112 of the text.</li> <li>• Written Test</li> </ul>



Experiences (virtual and live field trips)	Guest speakers (restaurant owner & Business teacher to discuss the business plans)
<b>Resources</b>	
<a href="#">Large Kitchen Equipment</a> <a href="#">Small equipment</a> <a href="#">Service pans</a> <a href="#">Knives</a> <a href="#">Knife Skills Demo</a> <a href="#">ServSafe Receiving &amp; Storage</a> Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition. Textbook: ServSafe Coursebook, National Restaurant Association, 2018 7 <sup>th</sup> Edition	
<b>Pacing/ Time Frame:</b>	20 class periods: 41 minutes per class periods (on going)

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<b>Unit 4</b>	<b>Cooking Techniques</b>	<b>Grade(s)</b>	<b>11-12</b>
<b>Overview/Rationale</b>			
<p>Cooking is heating food to transform it in some way. Food is affected in different ways by different cooking techniques. Seasonings and flavorings strengthen a food's natural flavor. Awareness of when to add the seasonings, which foods will go well together is an important skill in the culinary field. This unit will cover following topics:</p> <ul style="list-style-type: none"> <li>➤ How cooking alters food</li> <li>➤ Dry, Moist and Combination cooking techniques</li> <li>➤ Enhancing food</li> <li>➤ Herbs &amp; Spices</li> <li>➤ Condiments, Nuts, and Seeds</li> <li>➤ Sensory Perception</li> </ul>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.</li> <li>● 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>● 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</li> <li>● 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> <li>● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</li> <li>● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social</li> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Attend to personal health and financial well-being.</li> <li>● CRP3: Consider the environmental, social, and economic impact of decisions.</li> <li>● CRP4: Demonstrate creativity and innovation.</li> <li>● CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP6: Model integrity, ethical leadership, and effective management.</li> <li>● CRP7: Plan education and career paths aligned to personal goals.</li> </ul>			

- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9: Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> <li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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</li> <li>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● 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.</li> <li>● RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</li> <li>● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>● 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</li> </ul>

<b>Essential Question(s)</b>	
<ul style="list-style-type: none"> <li>• How does dry heat cooking techniques affect the food?</li> <li>• How do moist heat cooking techniques affect the food?</li> <li>• How can you differentiate between flavoring and seasoning?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Dry cooking techniques affect the flavor, color, and texture of food.</li> <li>• List a variety of moist cooking techniques and explain its effect on the flavor, color, and texture of food.</li> <li>• The five senses play a role in how a person tastes food.</li> <li>• There is a difference between seasoning and flavoring.</li> </ul>	
<b>Student Learning Targets/Objectives</b>	
<ul style="list-style-type: none"> <li>• Prepare food using different cooking techniques.</li> <li>• Compare and analyze the effect of different cooking techniques on the food.</li> <li>• Utilize different seasoning, herbs, and flavorings techniques to create different sensory perception.</li> <li>• Identify different herbs, spices, nuts, and seeds.</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Pre and Formative Do Now/Quiz/Classwork</li> <li>• Summative: Test</li> <li>• Other assessment measures: Food Lab/Project (Rubric based)</li> </ul>	

Teaching and Learning Actions	
Instructional Strategies	Discussions Identifying similarities and differences Flexible grouping Hands on Learning/Food lab Formative assessment
Instructional Activities	<ul style="list-style-type: none"> <li>• Chapter Study Guides</li> <li>• Tasting Exercise</li> <li>• Explain carryover cooking.</li> <li>• Identify similarities and differences between grilling and broiling?</li> <li>• What are the moist cooking techniques?</li> <li>• Demonstrate blanching of food.</li> <li>• Explain the difference between braising and stewing.</li> <li>• Evaluate changes in the taste, texture, color with various cooking techniques.</li> <li>• Blind sensory exercise to recognize different seasonings &amp; herbs.</li> <li>• Evaluate the changes in the taste with different herbs &amp; flavorings.</li> <li>• Group discussion on the changes</li> </ul>
Experiences (virtual and live field trips)	Participate in food preparation for various school events. Field Trips In School Competitions
<b>Resources</b>	
<a href="#">Dry Cooking Method</a>	

[Moist Cooking Method](#)

[Choosing the Proper Cooking Technique](#)

[Braising vs. Stewing](#)

Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition.

Guest Chef from Hudson County Community College demonstrating various cooking techniques.

**Pacing/ Time Frame:**

40 class periods: 45 minutes per class period

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<b>Unit 5</b>	<b>The Dining Experience</b>	<b>Grade(s)</b>	<b>10-12</b>
<b>Overview/Rationale</b>			
This unit focuses on the role and duties of each member of the service staff and demonstrates 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.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.</li> <li>9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.</li> <li>9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</li> <li>9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills Practices</b>			
<ul style="list-style-type: none"> <li>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</li> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> <li>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> <li>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</li> <li>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</li> <li>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social</li> <li>CRP1: Act as a responsible and contributing citizen and employee.</li> <li>CRP2: Attend to personal health and financial well-being.</li> <li>CRP3: Consider the environmental, social, and economic impact of decisions.</li> <li>CRP4: Demonstrate creativity and innovation.</li> <li>CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP6: Model integrity, ethical leadership, and effective management.</li> <li>CRP7: Plan education and career paths aligned to personal goals.</li> <li>CRP8: Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>CRP9: Work productively in teams while using cultural global competence.</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<ul style="list-style-type: none"> <li>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical,</li> </ul>	

- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
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- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

### Essential Question(s)

- How would you describe excellent customer service?
- How can you determine qualities of an effective manager?
- How would you categorize dining environments?

### Enduring Understandings

- Every member of the service staff has different roles and responsibilities.
- Customer service is vital to the success of a restaurant or culinary establishment.

- There are five main types of dining experience in culinary: Fine-dining, Casual-dining, Theme Restaurants, Quick Service, and Catering.
- Each dining experience requires different table settings.

### Student Learning Targets/Objectives

- 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, classwork, quiz
- Summative: Test
- Authentic: Food Lab/Project (Rubric based)

### Teaching and Learning Actions

<i>Instructional Strategies</i>	Discussions Graphic Organizers for dining environments Note taking Flexible grouping Role play/Hands on learning
<i>Instructional Activities</i>	<ul style="list-style-type: none"> <li>• In class we 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?</li> <li>• Create a crossword puzzle using the content vocabulary.</li> <li>• Research and find articles pertaining to customer service and summarize the ideas contained within them. Share the summary with the class.</li> <li>• Make a list of traits that a great server should have.</li> <li>• Categorize 5 types of dining environments: fine dining, theme, casual dining, quick service, catering. List characteristics of each.</li> <li>• Categorize types of meal service: American plated service, booth service, family service, banquet service, classical French service, Russian / English service, butler service, buffet service. List the characteristics of each.</li> <li>• Set up tables. (Authentic assessment – rubric based)</li> <li>• Use a graphic organizer to make a sequence chart to show the 10 steps in serving a customer.</li> <li>• Practice table service; use the guidelines on page 139 in the textbook.</li> <li>• Practice Napkin folding.</li> <li>• In pairs and plan a new restaurant, include location, restaurant category, details (menu, pricing, décor), poster/ad, and presentation to the class.</li> <li>• 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.</li> <li>• Written Test</li> </ul>
Experiences (virtual and live field trips)	Trip to a banquet facility to experience table setting. Practice table setting in class.

### Resources

- [Table setting](#)



- [Table Etiquettes](#)
- [Napkin Folding](#)
- [Dining Etiquette](#)
- [Front of the House: Dining Etiquette](#) (French & American table setting)

Textbook: Johnson & Wales University, Culinary Essentials, Glencoe & McGraw Hill Companies, 2010 Edition.

**Pacing/ Time Frame:**

15 class periods: 45 minutes per class periods

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