

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

580 Erial Road, Blackwood, New Jersey 08012-4550

(856) 227-4106 Fax (856) 227-6835

www.bhprsd.org

Engaging Students, Fostering Achievement, Cultivating 21st Century Global Skills

Culinary Arts & Hospitality Careers Course Syllabus

Course Description

This course involves both theory and actual hands on lab and work experience. The program includes an industry-driven curriculum to teach, test and prepare students to take and pass the National Restaurant Association Safe Food Handler Certification. This state-driven and industry-backed curriculum is based on the knowledge high school students need to be successful in the multi-faceted foodservice and hospitality industries. Coupled with relevant work-based experiences, this curriculum enriches, enhances, and reinforces what students learn in the classroom and provides students with opportunities to develop and practice skills critical to their future success. By integrating classroom learning with job experiences, this course provides students with opportunities to learn and practice important skills related to leadership and responsibility. These skill sets serve as a foundation to professional, trained, and educated employees. It is a school-to-career path for high school students interested in the restaurant, foodservice and hospitality industry.

Textbooks

SERVSAFE Food Handler Manual

National Restaurant Association Educational Foundation, Pearson.

On Cooking: A Textbook of Culinary Fundamentals, by Sarah Labensky, Allan Hause and Priscilla Martell

Professional Cooking, by Wayne Gisslen

Exploring Professional Cooking, by Ray Lewis

Guide to Good Food, by Largen and Bence

Students will be provided with access to the specified Google Classroom for Culinary Arts.

Materials

The student will need the following items:

1. Three ring 1" wide binder
2. Page Protectors
3. (2) Fine or Medium Black Permanent Marking Pens
4. Close toed, nonskid bottom shoes. No high heeled or open toed shoes or with any mesh on them will be allowed in the kitchen.
5. BHPRSD will provide aprons and head coverings.
6. BHPRSD issued Chromebook

Grading

All assignments are graded and will be given a point value. The percentage breakdown for assignment categories is as follows:

- Classwork/Homework = 40%. This includes all homework assignments, reading assignments, online assessments (Kahoots or Quizlet), class participation, exit tickets, warm-ups and worksheets.
- Labs = 30%. This includes all practical applications and demonstrations of culinary skills.
- Unit Tests/Projects = 30%. Each marking period will conclude with a written unit test on covered material and/or a project that allows the student to demonstrate their understanding of the topics covered.

Labs

Labs will be set up on a team system. Teams will be assigned to a prep table in the production area and be required to perform various tasks. Labs are evaluated on attire, mise en place, sanitation, teamwork, participation and product results. Team members not performing their job duties will have point deductions from their lab grade. **THERE WILL BE NO ELECTRONIC DEVICES IN THE PREP AREA.**

Attendance

Attendance is crucial. However, due to school activities, general illness and appointments, students will have to be out of class. Because of this, periodically through the grading period, make-up assignments will be posted to Google Classroom to give students an opportunity to supplement assignments they have missed in the lab. All work to be made up is the responsibility of the student.

Chromebooks

In accordance with district policy and the effort to reduce the use of natural resources, nearly all written assignments will be conducted on the Google Classroom platform and other online assessment resources. Therefore, it is **VITAL** that students come to class with a fully charged Chromebook. Students will not be able to charge their Chromebooks during class and will **NOT** charge any electronic device in the production area.

Illness or Injury

In the event of an injury or sudden illness, notify the instructor immediately so appropriate arrangements can be made. Any student who is visibly ill or potentially viral will be prohibited from participating in food labs. Make up assignments will be provided.

Safety and Sanitation

Food safety and kitchen sanitation are the paramount skills of the foodservice industry. Culinary Arts students will strictly adhere to all safety and sanitation protocols in the lab and classroom. At no time is a student to handle or operate a piece of equipment unless they are fully trained in its use.

Black Horse Pike Regional School District Curriculum Template

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

Course Name: CULINARY ARTS & HOSPITALITY CAREERS

Course Number: 082600

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: CULINARY ARTS & HOSPITALITY CAREERS/ Food Safety & Sanitation	Unit Summary: Food safety and sanitation is paramount in a commercial food service operation. The actions of the food service worker will have a direct effect on the success of the entire operation. Safety and sanitation is an important public health concern and is heavily regulated by governmental agencies. Students will learn proper food safety and sanitation procedures for a food service operation including:
Grade Level(s): 11-12	<ul style="list-style-type: none">● Proper Work Apparel● Safe Use of Cutting Tools● Safe Lifting and Carrying of Heavy Objects● Clean and Dry Spills on Surfaces● List Common Causes of Workplace Accidents and Their Prevention● Follow Appropriate Emergency Procedures for Workplace Injuries● Demonstrate Good Personal Hygiene and Health● Maintain a Clean and Sanitary Work Environment● Proper Use of Cleaners and Sanitizers● Identifying Food Spoilage and Contamination● Identifying and Preventing Contamination by Pathogens
Essential Question(s) Why do we sometimes take risks that can cause harm to ourselves or others? Why do I need to be accountable? How is safety a personal and societal responsibility?	Enduring Understanding(s): A lack of knowledge and discipline can lead individuals to come to inaccurate conclusions about the results of their actions. Good decisions must be made considering the consequences of those actions and their effect on the short term results and the long term scope of future actions. Personal attitudes, behaviors, knowledge and skills promote self-awareness, personal responsibility and self-directions. The food service industry requires the utmost adherence to safety and sanitation. The preparation of food and the environment in which it is fabricated contains numerous points that can present hazards to both individuals and the community at large. These hazardous control points need to be identified and prevented in order to eliminate their effect on the employee and the public.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Students will describe and wear appropriate apparel in the food prep area.	1. CRP.K-12. CRP1.1, CRP.K-12. CRP2.1
2. Students will demonstrate safe use of cutting tools.	2. CRP.K-12. CRP1.1, CRP.K-12. CRP3.1
3. Students will demonstrate procedures of safe lifting and carrying of heavy objects.	3. CRP.K-12. CRP1.1, CRP.K-12. CRP3.1
4. Students clean and dry wet surfaces caused by spills.	4. CRP.K-12. CRP5.1
5. Students will list common causes of accidents in the foodservice industry and how to prevent them.	5. CRP.K-12. CRP8.1
6. Students will demonstrate appropriate emergency procedures in a commercial kitchen.	6. CRP.K-12. CRP4.1, CRP.K-12. CRP8.1
7. Students will demonstrate good personal hygiene and health practices.	7. CRP.K-12. CRP1.1, CRP.K-12. CRP3.1
8. Students will identify proper waste disposal methods and recycling.	8. CRP.K-12. CRP5.1
9. Students will list reasons for and signs of food spoilage and contamination.	9. CRP.K-12. CRP7.1
10. Students will describe cross-contamination and acceptable preventive measures.	10. CRP.K-12. CRP5.1, CRP.K-12. CRP11.1
11. Students will describe symptoms common to food borne illnesses.	11. CRP.K-12. CRP3.1, CRP.K-12. CRP7.1
12. Students will identify pathogens which are related to food spoilage and food borne illnesses and describe what makes them grow.	12. CRP.K-12. CRP2.1, CRP.K-12. CRP3.1, CRP.K-12. CRP5.1, CRP.K-12. CRP7.1, CRP.K-12. CRP11.1

Interdisciplinary Connections:

CCSS.ELA-Literacy.RST.11-12.3: 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.

CCSS.ELA-Literacy.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 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.MATH. Quantities: In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and

heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

HOSP.9-12.9.4.12. I.47 - Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.

SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system.

Students will engage with the following text:

ServSafe Food Handler Guide 5th Ed., NRAEF
US Dept. of Health and Human Services, www.foodsafety.gov.
Food and Drug Administration, www.fda.gov.
US Dept. of Agriculture, www.fns.usda.gov.
On Cooking: A Textbook of Culinary Fundamentals, by Sarah Labensky, Allan Hause and Priscilla Martell
Professional Cooking, by Wayne Gisslen
Exploring Professional Cooking, by Ray Lewis
Guide to Good Food, by Largen and Bence

Students will write:

Daily Kitchen Sanitation Observations and Report
Descriptions and summaries of food borne pathogens; causes and symptoms.
Review of articles on food safety and sanitation.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Daily Online Reading Assignment and Review
Food Safety and Sanitation Webquest
Student produced safety signage
Kitchen Inspection Worksheet
Student produced presentation on pathogens; symptoms and causes
Peer reviewed sanitation procedures
Physical demonstration of food safety and sanitation procedures
Role playing for kitchen emergency situations
Labeling of various kitchen areas and equipment with correct description and function
In class demonstrations

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily online assessments of assigned readings and presentation views (Kahoots, Quizlet)
Written quiz on vocabulary and content specific terms
Guided Practice of Demonstrated Techniques
Exit tickets
Check for understanding games (Jeopardy/Scavenger Hunt/Role playing)
Class discussions
A to Z worksheets

Accommodations/Modifications:

Graphic Organizers
Guided Notes
Printed copies of classroom presentations
Repeat and Clarify directions
Model expectations for assignments
Collaborative Groups
Allow multiple ways to demonstrate understanding (verbal tests, physical demonstrations)
Extra time to complete assignments
Guided questions to complete during presentations to insure comprehension of main ideas
Make Unit packet available for advanced students to begin work on next topic
Have advanced students conduct lessons
Word Banks

Summative Assessments:

Written Unit Test on unit topic and content
ServSafe Foodhandler's Test and Certification
In class presentation (Prezi, Google Slides, YouTube video) on common kitchen accident and/or common food borne pathogen.

Accommodations/Modifications:

Extended time
Repeated attempts at mastery
Written and verbal instructions
Retest for grades below 65%

Performance Assessments:

Unaided practical demonstration of skill and/or technique correctly demonstrated to 100% accuracy

Accommodations/Modifications:

Extended time

Physical demonstration of correct techniques by instructor immediately prior to assessment

Repeated attempts at mastery

Written and verbal instructions

Retest for grades below 65%

Reducing multi-part projects or presentations to smaller components with corresponding deadlines for each section.

Black Horse Pike Regional School District Curriculum Template

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

Course Name: CULINARY ARTS & HOSPITALITY CAREERS

Course Number: 082600

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: CULINARY ARTS & HOSPITALITY CAREERS/ Skills & Equipment	Unit Summary: Participation in the food service industry requires specific skills and the use of industry specific equipment including both small hand tools and larger versions of appliances found in residential environments. Use of those skills and equipment requires practice, precision and confidence. In this unit, topics include: <ul style="list-style-type: none">● Kitchen Cutting Tools and Utensils● Commercial Kitchen Equipment and Smallwares● Classic Cuts● Sharpening and Honing● Cutting Stations● Convection Ovens, Griddles and Ranges● Mixers and Food Processors● Measuring Cups, Measuring Spoons and Scales● Dishwashing Machines● Refrigerators and Freezers
Grade Level(s): 11-12	
Essential Question(s): How does one become a productive employee? What skills are required to be successful in the Food Service Industry? How do you acquire the skills needed to be successful?	Enduring Understanding(s): Employers seek out individuals that can utilize a variety of both industry specific and “soft” skills in order to be part of a team of workers that will contribute to the success of the enterprise. In addition to skills related directly to a specific industry, employees require workers to possess a set of “soft” skills that translate across different tasks and industries. Good employees can analyze problems; communicate effectively; show pride and responsibility; and seek to be lifelong learners. Skills for any job are acquired through careful attention and repeated practice. Feedback and self-reflection on performance is the key to correcting erroneous behavior and improving the skill set.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none"> 1. Students will identify and demonstrate use and care of kitchen cutting tools and utensils 2. Students will demonstrate classical cuts including Julienne, Batonnet, Dice and Chiffonade 3. Students will demonstrate how to hone and sharpen knives 4. Students will demonstrate how to set up a cutting station 5. Students will identify various types and uses of kitchen equipment 6. Students will define and understand general safety requirements and procedures for kitchen equipment 7. Students will clean and operate a refrigerator 8. Students will clean and operate an upright freezer 9. Students will clean and operate a dishwashing machine 10. Students will clean and operate a conventional oven 11. Students will clean and operate a convection oven 12. Students will clean and operate coffee making equipment 13. Students will clean and operate a range 14. Students will clean and sanitize a work table 15. Students will clean and operate a blender and immersion blender 16. Students will clean and operate a waste disposal 17. Students will demonstrate proper and correct measurements of dry and moist ingredients 	<ol style="list-style-type: none"> 1. CRP.K-12. CRP2.1 2. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1 3. CRP.K-12. CRP2.1 4. CRP.K-12. CRP1.1, CRP.K-12. CRP2.1, CRP.K-12. CRP5.1 5. CRP.K-12. CRP5.1 6. CRP.K-12. CRP2.1 7. CRP.K-12. CRP2.1 8. CRP.K-12. CRP2.1 9. CRP.K-12. CRP2.1 10. CRP.K-12. CRP2.1 11. CRP.K-12. CRP2.1 12. CRP.K-12. CRP2.1 13. CRP.K-12. CRP2.1 14. CRP.K-12. CRP2.1 15. CRP.K-12. CRP2.1 16. CRP.K-12. CRP2.1 17. CRP.K-12. CRP2.1, CRP.K-12. CRP4.1, CRP.K-12. CRP5.1, CRP.K-12. CRP8.1

Interdisciplinary Connections:

CCSS.ELA-Literacy.RST.11-12.3: 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.

CCSS.ELA-Literacy.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 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.MATH. Quantities: In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and

heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them. HOSP.9-12.9.4.12. I.47: Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.

Students will engage with the following text:

ServSafe Food Handler Guide 5th Ed., NRAEF
US Dept. of Health and Human Services, www.foodsafety.gov.
Food and Drug Administration, www.fda.gov.
US Dept. of Agriculture, www.fns.usda.gov.
On Cooking: A Textbook of Culinary Fundamentals, by Sarah Labensky, Allan Hause and Priscilla Martell
Professional Cooking, by Wayne Gisslen
Exploring Professional Cooking, by Ray Lewis
Guide to Good Food, by Largen and Bence

Students will write:

Descriptions and history of various kitchen tools and equipment
Descriptions and instructions for the operation of various kitchen tools and equipment
Review of articles on new kitchen innovations

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Daily online reading assignment and review
Kitchen equipment Webquest
Student produced instruction signage
Kitchen Equipment Inventory Worksheet
Knife Skill Competition
Kitchen Tool Scavenger Hunt

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily online assessments of assigned readings and presentation views (Kahoots, Quizlet)
Written quiz on vocabulary and content specific terms
Guided Practice of Demonstrated Techniques
Exit tickets
Check for understanding games (Jeopardy/Scavenger Hunt/Role playing)
Class discussions
A to Z worksheets

Accommodations/Modifications:

Graphic Organizers
Guided Notes
Printed copies of classroom presentations
Repeat and Clarify directions
Model expectations for assignments
Collaborative Groups
Allow multiple ways to demonstrate understanding (verbal tests, physical demonstrations)
Extra time to complete assignments
Guided questions to complete during presentations to insure comprehension of main ideas
Make Unit packet available for advanced students to begin work on next topic
Have advanced students conduct lessons
Word Banks

Summative Assessments:

Written Unit Test on unit topic and content
In class presentation (Prezi, Google Slides, YouTube video) on common kitchen tool and equipment use and care

Accommodations/Modifications:

Extended time
Repeated attempts at mastery
Written and verbal instructions
Retest for grades below 65%

Performance Assessments:

Unaided practical demonstration of skill and/or technique correctly demonstrated to 100% accuracy

Accommodations/Modifications:

Extended time

Physical demonstration of correct techniques by instructor immediately prior to assessment

Repeated attempts at mastery

Written and verbal instructions

Retest for grades below 65%

Reducing multi-part projects or presentations to smaller components with corresponding deadlines for each section.

Black Horse Pike Regional School District Curriculum Template

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

Course Name: CULINARY ARTS & HOSPITALITY CAREERS

Course Number: 082600

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: CULINARY ARTS & HOSPITALITY CAREERS/ Cooking Methods</p>	<p>Unit Summary: Productive foodservice employees are familiar with the seven main cooking methods and their application to produce a quality product. In this unit, topics include:</p> <ul style="list-style-type: none"> ● Use of Both Dry and Moist Heat Cooking Methods ● Selection of Appropriate Kitchen Equipment ● Time and Temperature Control ● Garde Manger Skills ● Stocks, Soups and Sauces ● Preparing and Cooking Meats ● Preparing and Cooking Poultry ● Preparing and Cooking Fish ● Egg Cookery ● Preparing Soups, Salads and Sandwiches
<p>Grade Level(s): 11-12</p>	
<p>Essential Question(s)</p> <p>What is cooking and how can it be mastered?</p> <p>How does a productive worker produce a quality product?</p> <p>What can affect an outcome and how can it be anticipated?</p>	<p>Enduring Understanding(s)</p> <p>Culinary Arts is a profession that dates back to the early days of civilization. Culinary Arts is a reflection of a culture, economics and innovation of a population or community. Being proficient in a profession means having a deeper understanding of the process by which effective methods have been developed over the generations.</p> <p>All professions are built upon fundamental skills that can be applied in numerous combinations and with varying intensity in order to produce a successful outcome.</p> <p>The creative application of fundamental skills allows for growth and innovation in any field of endeavor. Understanding the development of those basic fundamentals allows a worker to better analyze and assess its application.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none">1. Students will cook meat, fish and poultry using all dry and moist heat cooking methods.2. Students will demonstrate basic garnishes for all types of foods.3. Students will demonstrate how to fabricate chicken.4. Students will clean and fillet fish.5. Students will identify and prepare brown stocks and clear stocks.6. Students will identify and prepare the five mother sauces.7. Students will identify and prepare the three types of soups.8. Students will identify the four parts of a salad.9. Students will identify and prepare the four types of salads.10. Students will describe and demonstrate the seven basic cooking methods: baking/roasting, broiling/grilling, steaming, blanching/poaching, searing/sauté and braising/stewing.11. Students will demonstrate how to trim and carve meat.	<ol style="list-style-type: none">1. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.12. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.13. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.13. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.13. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.14. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.15. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.16. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.17. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.18. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.19. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.110. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.111. CRP.K-12. CRP2.1, CRP.K-12. CRP5.1, CRP.K-12. CRP6.1

Interdisciplinary Connections:

CCSS.ELA-Literacy.RST.11-12.3: 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.

CCSS.ELA-Literacy.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 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.MATH. Quantities: In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

HOSP.9-12.9.4.12. I.47: Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.

SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system.

Students will engage with the following text:

ServSafe Food Handler Guide 5th Ed., NRAEF

US Dept. of Health and Human Services, www.foodsafety.gov.

Food and Drug Administration, www.fda.gov.

US Dept. of Agriculture, www.fns.usda.gov.

On Cooking: A Textbook of Culinary Fundamentals, by Sarah Labensky, Allan Hause and Priscilla Martell

Professional Cooking, by Wayne Gisslen

Exploring Professional Cooking, by Ray Lewis

Guide to Good Food, by Largen and Bence

Students will write:

Feedback and critiques of prepared foods.

Descriptions and summaries of various cuts of meat and poultry.

Review of articles innovative cooking methods.

Restaurant review of a prepared meal

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Daily online reading assignment and review
Cooking Method Webquest
Student produced instruction signage to identify cuts of meat and poultry
Food Preparation Worksheet
Student produced presentation on cooking methods
Physical demonstration of food preparation and fabrication
Team assignments for recipe production
Student produced displays identifying categories of stock, soups, salads, meats, poultry, fish and cooking methods
In class demonstrations
Food Labs

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Daily online assessments of assigned readings and presentation views (Kahoots, Quizlet)
Written quiz on vocabulary and content specific terms
Guided Practice of Demonstrated Techniques
Exit tickets
Check for understanding games (Jeopardy/Scavenger Hunt/Role playing)
Class discussions
A to Z worksheets

Accommodations/Modifications:

Graphic Organizers
Guided Notes
Printed copies of classroom presentations
Repeat and Clarify directions
Model expectations for assignments
Collaborative Groups
Allow multiple ways to demonstrate understanding (verbal tests, physical demonstrations)
Extra time to complete assignments
Guided questions to complete during presentations to insure comprehension of main ideas

Make Unit packet available for advanced students to begin work on next topic
Have advanced students conduct lessons
Word Banks

Summative Assessments:

Written Unit Test on unit topic and content
In class demonstration of selected cooking method

Accommodations/Modifications:

Extended time
Repeated attempts at mastery
Written and verbal instructions
Retest for grades below 65%

Performance Assessments:

Unaided practical demonstration of skill and/or technique correctly demonstrated to 100% accuracy. Students will accurately produce a selected recipe and identify its individual components.

Accommodations/Modifications:

Extended time
Physical demonstration of correct techniques by instructor immediately prior to assessment
Repeated attempts at mastery
Written and verbal instructions
Retest for grades below 65%
Reducing multi-part projects or presentations to smaller components with corresponding deadlines for each section.

Black Horse Pike Regional School District Curriculum Template

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

Course Name: CULINARY ARTS & HOSPITALITY CAREERS

Course Number: 082600

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: CULINARY ARTS & HOSPITALITY CAREERS/ Career Readiness	Unit Summary: Career ready individuals understand the responsibilities and obligations of being part of an organization. Employers look for potential workers who not only possess the fundamental skills and knowledge of their industry, but also the ability to think critically, analyze situations, communicate with others and act as a team player. In this unit, topics include: <ul style="list-style-type: none">● Culinary History and the Food Service Industry● Customer Service● Hospitality Career Opportunities● Interview Techniques● Opening and Closing Procedures● Front of House (FOH) Operations● The Brigade System● Dining Room Service
Grade Level(s): 11-12	
Essential Question(s) What should be the scope of an employee's knowledge of an industry? What makes a person an asset to an organization? How would a potential employee stand out from others seeking the same position in an organization?	Enduring Understanding(s): Employers seek workers who are genuinely interested in their industry. Knowledge of an industry's history and development can demonstrate to employers that a potential worker is serious about being part of an organization and is willing to grow within that environment to become a more valuable asset. Employers seek potential workers who possess the fundamental skills required for their industry as well as a set of interpersonal skills that make a worker a positive fit within the organization. An employer can train an individual in the hard skills required to successfully participate in the work process, but bringing the ability to think critically, communicate and work as a team makes one potential employee more valuable than the next.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none">1. Students will define hospitality and the importance of quality customer service.2. Students will trace the growth and development of the hospitality and tourism industry.3. Students will identify career opportunities and the personal traits for various jobs in the industry.4. Students will describe the rules and responsibilities of personnel for dining service.5. Students will demonstrate the rules of table settings and service.6. Students will describe the various types of service delivery, such as quick service, cafeteria, buffet and table service.7. Students will demonstrate the use of current industry communication and research technology.	<ol style="list-style-type: none">1. CRP.K-12. CFP7.12. CRP.K-12. CFP7.13. CRP.K-12. CFP7.1, CRP.K-12. CFP8.14. CRP.K-12. CFP9.15. CRP.K-12. CFP2.16. CRP.K-12. CFP1.1, CRP.K-12. CFP2.17. CRP.K-12.CFP2.1, CRP.K-12.CFP4.1

Interdisciplinary Connections:

CCSS.ELA-Literacy.RST.11-12.3: 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.

CCSS.ELA-Literacy.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 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.MATH. Quantities: In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

HOSP.9-12.9.4.12. I.47 - Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.
SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system.

Students will engage with the following text:

ServSafe Food Handler Guide 5th Ed., NRAEF
US Dept. of Health and Human Services, www.foodsafety.gov.
Food and Drug Administration, www.fda.gov.
US Dept. of Agriculture, www.fns.usda.gov.
On Cooking: A Textbook of Culinary Fundamentals, by Sarah Labensky, Allan Hause and Priscilla Martell
Professional Cooking, by Wayne Gisslen
Exploring Professional Cooking, by Ray Lewis
Guide to Good Food, by Largen and Bence

Students will write:

Report on a significant figure in Culinary History
Descriptions and summaries of “Brigade System” stations
Review of articles on emerging chefs and/or new restaurants

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Daily Online Reading Assignment and Review
Student produced presentation on hospitality careers other than Back of House positions.
Interview Practice
Customer Service Role playing
Physical demonstration of table setting procedures
Role playing for customer service situations
Performance of each kitchen station
In class demonstrations
Working cafeteria line in real life environment
Filling catering orders
Preparation and delivery of Ala Carte orders

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily online assessments of assigned readings and presentation views (Kahoots, Quizlet)
Written quiz on vocabulary and content specific terms
Guided Practice of Demonstrated Techniques
Exit tickets
Check for understanding games (Jeopardy/Scavenger Hunt/Role playing)
Class discussions
A to Z worksheets

Accommodations/Modifications:

Graphic Organizers
Guided Notes
Printed copies of classroom presentations
Repeat and Clarify directions
Model expectations for assignments
Collaborative Groups
Allow multiple ways to demonstrate understanding (verbal tests, physical demonstrations)
Extra time to complete assignments
Guided questions to complete during presentations to insure comprehension of main ideas
Make Unit packet available for advanced students to begin work on next topic
Have advanced students conduct lessons
Word Banks

Summative Assessments:

Written Unit Test on unit topic and content
Design and staff a fictional food service operation

Accommodations/Modifications:

Extended time
Repeated attempts at mastery
Written and verbal instructions
Retest for grades below 65%

Performance Assessments:

Unaided practical demonstration of skill and/or technique correctly demonstrated to 100% accuracy

Accommodations/Modifications:

Extended time

Physical demonstration of correct techniques by instructor immediately prior to assessment

Repeated attempts at mastery

Written and verbal instructions

Retest for grades below 65%

Reducing multi-part projects or presentations to smaller components with corresponding deadlines for each section.