

Where inspiring excellence is our standard and student achievement is the result.

Culinary Arts & Hospitality Careers Course Syllabus

Full Year Course

2020-2021 Syllabus

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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 ServSafe Food Handler Achievement Test. This state-driven and industry-backed curriculum is based on the knowledge that high school students need to be successful in the multi-faceted foodservice and hospitality industries. This curriculum enriches, enhances, and reinforces opportunities to develop and practice skills critical to their future success. Students will have 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.

Student Resources:

1. ServSafe® Food Handler Guide – 6th edition.
2. Students will be provided with access to the specified Google Classroom for Culinary Arts.

Materials/Attire:

The student will need the following items:

1. Pocket Folder
2. Index Cards
3. Pen or Pencil
4. Close-toed, non-skid bottom shoes. No high-heeled or open-toed shoes or with any mesh on them will be allowed in the kitchen.
5. BHPRSB will provide aprons and head coverings.
6. BHPRSB issued Chromebook

Grading:

The percentage breakdown for assignment categories is as follows:

- Classwork/Homework = 30%. This includes in-class assignments, class participation, exit tickets, warm-ups and worksheets.
- Labs = 40%. 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: Students will work together in kitchen teams. Teams will be assigned to a prep table in the production area and be required to perform various tasks. Labs are evaluated on attire (see above), 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 miss class. Students will have an opportunity to make up any missed in-class assignments for full credit, due before the end of the marking period in which the absence occurred. All work to be made up is the responsibility of the student.

Missed labs: Students will receive an “Exempt” grade for up to two labs per marking period for excused personal or school related absences. The third and any additional absence, excused or otherwise must be made up during the marking period, for full points, by completing the Missed Lab Assignment which will be posted on Google Classroom.

Chromebooks: In accordance with district policy and the effort to reduce the use of natural resources, nearly all 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.

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

CULINARY ARTS & HOSPITALITY CAREERS

MISSION STATE OF THE BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT:

The mission of the Black Horse Pike Regional School District is to educate a diverse population in an atmosphere consistent with the ideals of a free and democratic society. We are committed to an exemplary educational program, based upon the New Jersey Student Learning Standards as adopted by the State Board of Education. It is the expectation of this district that all pupils achieve the New Jersey Student Learning Standards, NJ Common Core Standards and Next Generation Science Standards, at all levels. We will continue to improve students' and teachers' technological literacy as a means of preparing for the future with confidence and creativity. Our schools will ensure the safety and security of all students and strive to provide the best learning environment. We will enhance our students' growth by providing them with a creative, purposeful, and ethical atmosphere. We are dedicated to providing our students an opportunity to achieve academic goals, develop good citizenship skills, and make a positive contribution to society.

VISION STATEMENT OF THE BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT:

The Black Horse Pike Regional School District is a community of lifelong learners nurturing the development of critical thinkers and involved citizens prepared to lead fulfilling lives in a changing world.

Black Horse Pike Regional School District

COURSE OVERVIEW AND UNITS:

Course overview

The Culinary Arts and Hospitality Career program includes classroom and hands-on experiences that will prepare students for employment or continuing education in the foodservice industry. It is a school-to-career path for high school students interested in the restaurant, foodservice and hospitality industry. 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.

UNIT 1: Welcome to the Food and Hospitality Industry/Professionalism/Kitchen Basics (5 weeks)

This unit introduces students to the largest industry in the world—the hospitality industry. Students learn the skills necessary to be successful in the Food and Hospitality Industry. It includes an overview of industry segments, career opportunities, hospitality service, marketing, related allied fields, and human relations. Emphasizes the responsibilities, professional behavior and ethics required for success. Students will also review the kitchen basics learned from the previous Creative Foods and Nutrition class, i.e. food safety habits, how to measure properly, reading a recipe and knife skills.

UNIT 2: Keeping Foods Safe/Workplace Safety (6 weeks)

This unit will introduce the laws and principles for governing safe food service, from purchasing, receiving, preparing, serving, and storing to re-heating food products. Students will focus on workplace safety and the skills required to keep a business running. This unit prepares students to take and pass the ServSafe® Food Handler Achievement test with a minimum of 80% accuracy.

UNIT 3: Understanding and Reading a Standard Recipe/Culinary Math (6 weeks)

This unit introduces a standard recipe and how to read, understand, follow, and write them. Students will demonstrate a working knowledge of key math concepts related to culinary arts. Topics will include calculating yield percent, determining portion costs, periodic food costs, selling price determinations, weights and measures, changing recipe yields, and converting between metric and U.S.

UNIT 4: Kitchen Essentials – Cooking Methods & Equipment (6 weeks)

This unit introduces the principles, skills, and techniques associated with the culinary arts, involving various cooking methods including classic and modern techniques. Identification of various kitchen staples, food products, and equipment used within the commercial food operation. Students will prepare recipes,

utilizing standardized recipes for all recipes. Students will also learn garde manger skills along with egg cookery, salads and sandwiches. Students will continue to use basic sanitation and safety techniques in the kitchen.

Unit 5: Management Essentials 1 & 2/Career Preparation Standards (6 weeks)

This unit introduces the culinary skills in quantity food preparation through operation of a student-run, mock restaurant. This includes kitchen and dining room organization and operations, menu development and design, management of service and culinary personnel, service standards, serving the general public, and banquet/catering management.

This unit also introduces the students to the proper ways of applying for and interviewing for a job. They will learn interview techniques for both back of the house and front of the house operations, hospitality career opportunities, and customer service. Students will develop skills to address customer issues within the restaurant, lodging, tourism and travel industry.

Unit 6: Food and Culture/Desserts and Baked Goods (6 weeks)

This unit introduces a global perspective of the symbolic, social, political, and economic roles of foods in different cultures; examines geographical and historical conditions which give rise to regional cuisines. Lectures, demonstrations, and hands-on participation, reveal ways in which institutions and organizations influence food habits and beliefs. Students will also participate in procedures for preparing baked goods, pastries, and desserts. This promotes the understanding of baking formulas in bakeshop production planning and ability to produce high-quality items through the development of manual skills. Stresses the use of equipment and supplies in a safe and sanitary manner.

Grading Policy	Resources
<p>Participation: 30% - Class Activities/Assignments/Quizzes – At least 2 grades per week</p> <p>Labs: 40% - At least 2 grade per week</p> <p>Major & Minor Assessments: 30% - Summative/Performance/Assessment/Quizzes – At least 2 grades per Marking Period.</p>	<ol style="list-style-type: none"> 1. ServSafe® Food Handler Guide – 6th edition. 2. National Restaurant Association Educational Foundation, Pearson (teacher resource). 3. Professional Cooking, by Wayne Gisslen (teacher resource). 4. Hospitality Services, Food & Lodging, by Johnny Sue Reynolds (teacher resource). 5. Google Classroom and Shared Drives 6. USDA.gov 7. National Restaurant Association: https://www.restaurant.org/home 8. Centers for Disease Control and Prevention: https://www.cdc.gov/foodsafety/foodborne-germs.html

Black Horse Pike Regional School District

Course: Culinary Arts and Hospitality Careers

Unit 1: Welcome to the Food Industry/Professionalism/Kitchen Basics

Essential Questions	Enduring Understandings
<p>EQ1:</p> <ul style="list-style-type: none"> a. What is Culinary Arts? b. What is the Hospitality industry? c. What are the two categories of career opportunities in the foodservice business? <p>EQ2:</p> <ul style="list-style-type: none"> a. What are the types of characteristics of lodging operation? b. What types of business make up the travel and tourism industry? c. How does the lodging industry relate to the foodservice and hospitality industry? <p>EQ3:</p> <ul style="list-style-type: none"> a. What does it mean to be professional? b. What skills are required for the entry-level jobs in this field? <p>EQ4:</p> <ul style="list-style-type: none"> a. How do you know what equipment or utensil to use? b. What kitchen and knife safety skills are required in a kitchen? c. How does preparing your workstation, prior to preparing a recipe, lead to success (mise en place)? 	<p>EQ1:</p> <ul style="list-style-type: none"> a. Food Preparation, cooking, and presentation of food is an art form called Culinary Arts. b. Services that people use when away from home, including lodging and dining but not transportation make up the hospitality industry. c. Career Opportunities are divided into Front-of-the-house (FOH) and Back-of-the-house (BOH). <p>EQ2:</p> <ul style="list-style-type: none"> a. Lodging properties can be classified by the level of service provided and include Luxury properties, Full-service properties, mid-priced facilities, and economy lodging. b. The combination of all the services that people need and will pay for when they are away from home, Transportation and Hospitality Services make up the Travel and Tourism industry. Can be for recreational, leisure, or business purposes. c. Lodging and foodservice are segments of the hospitality industry. When travelers require lodging, they may interact with foodservice at their hotel, restaurants, or retail establishments. <p>EQ3:</p> <ul style="list-style-type: none"> a. Professionalism is being courteous, honest, and responsible in your dealings with customers and co-workers. b. The entry level jobs in the restaurant and foodservice industry include jobs such as host/hostess, busser, assistant cook, server, expediter, and dishwasher. <p>EQ4:</p> <ul style="list-style-type: none"> a. Certain tools and equipment are needed for specific tasks. b. Kitchen and knife safety practices are skills that will keep individuals safe at home, school & work. c. Mise en place literally translates in French for “to put in place”. Mise en place is important because it helps the chef execute a dish in a more timely manner and helps to avoid time management problems and loss of ingredient value.

Unit 1 - Skills	
Learning Target	NJSLS
<p>EQ1:</p> <ul style="list-style-type: none"> a. Students will understand that food preparation is an art form known as Culinary Arts, b. Students will know the importance of the foodservice and hospitality industries in the American economy. c. Students will be able to identify the variety of industry segments and careers available in the food service and hospitality industry. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will be able to describe the difference in the four types of lodging properties. b. Students will be able to describe the different needs of leisure and business travelers. c. Students will be able to understand how the food service, hospitality, and lodging industries are intertwined. <p>EQ3:</p> <ul style="list-style-type: none"> a. Students will identify the characteristics of what it means to be a professional in the workforce. b. Students will be able to demonstrate the essential skills for an entry level position in the foodservice, hospitality or lodging industries. <p>EQ4:</p> <ul style="list-style-type: none"> a. Students will select the appropriate measuring tools and kitchen equipment for recipe preparation. b. Students will be able to demonstrate their knowledge of kitchen food and kitchen safety as well as basic food preparation skills. c. Students will practice mise en place. 	<p>EQ 1:</p> <ul style="list-style-type: none"> a. HOSP.9-12.9.4.12.I.35 – Describe the nature and types of business organizations to build an understanding of the scope of organizations. b. TECH.8.1.12.E.CS2 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. TECH.8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. <p>EQ2:</p> <ul style="list-style-type: none"> a. HOSP.9-12.9.4.12.I.38 – Identify and compare services and products from related industries to understand how they affect hospitality and tourism products and services. b. CRP.K-12 .CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them. <p>EQ3:</p> <ul style="list-style-type: none"> a. CRP.K-12.CRP1 - Act as a responsible and contributing citizen and employee. b. HE.K-12.2.1.E.1 - Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. c. CAEP.9.2.12.C3 - Identify transferable career skills and design alternate career plans. <p>EQ4:</p> <ul style="list-style-type: none"> a. LA.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. b. HOSP.9-12.9.4.12.I.(1).8 – Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments; and, HPE.2.1.12.D.1 - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. c. CRP.K-12.CRP2 - Apply appropriate academic and technical skills.

In-class Activities, Assignments and Labs	Minor Reflection Assessments	Summative Reflection Assessment
<p>Students will engage in the following Activities to explore content as it relates</p> <p>EQ1:</p> <ul style="list-style-type: none"> a. Students will write a brief paper on the discovery or advancement that they consider to be the most important to the foodservice or hospitality industry in the last 100 years, then justify their selection. b. Students will research the impact of Covid-19 on the foodservice and hospitality industries and write a brief news report to include this information as well as suggestions for doing business in the post-Covid-19 environment. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will write a reflection of a vacation taken or a dream vacation. b. Students will work in groups of 2 or 3 to imagine they are traveling for business. As a hotel guest, what needs might they have as a business traveler as compared to a leisure traveler? What about food-service? What might be important to them as a business traveler? Students will create an ad for a hotel to target the business traveler. <p>EQ3:</p> <ul style="list-style-type: none"> a. Students will research the segments of the hospitality industry and will create a poster, skit, or rap to represent what it means to be a professional. b. Students will prepare and plate a dessert of restaurant quality. c. First Impressions activity: Show students images of different service or retail industry employees (positive & negative examples) and ask them to interpret their body language cues. What might customers think of their own body language? Source: https://www.weareteachers.com/teach-customer-service/?utm_source=MDR_WAT&utm_medium=Email&utm_campaign=NRF_2005_ART <p>EQ4:</p> <ul style="list-style-type: none"> a. Students will demonstrate mise en place, recipe preparation steps, as well proper measuring techniques & food and kitchen safety. b. Knife skill practice: small dice, mince, chiffonade. c. Ongoing food labs, demonstrating kitchen and food safety. 	<ol style="list-style-type: none"> 1. Class discussions 2. Culinary journal 3. Vocabulary Quiz 4. Teacher Observations 5. Exit Tickets 	<ol style="list-style-type: none"> 1. Practical test – Knife Cut demonstration 2. Professionalism poster. 3. Unit Test

ACCOMMODATION/MODIFICATION OPTIONS: [General Classes](#); [Special Education](#); [504 Students](#); [At Risk Students](#); [Gifted & Talented](#)

Course: Culinary Arts and Hospitality Careers

Unit 2: Keeping Foods Safe/Workplace Safety/ServSafe® Food Handler Training

Essential Questions	Enduring Understandings
<p>EQ1:</p> <ul style="list-style-type: none"> a. What is my role in a foodservice operation as relates to food safety? b. What are the costs associated with foodborne illnesses, in addition to the human illness and suffering cost? <p>EQ2:</p> <ul style="list-style-type: none"> a. Why is employee awareness about on-the-job safety critical to operational well-being? b. Why would it be important to have a federal agency responsible to enforce safety-related standards and regulations in the workforce? c. How does a professional achievement certificate open doors for job opportunities? 	<p>EQ1:</p> <ul style="list-style-type: none"> a. Food Safety involves many factors, not just kitchen design & food purchasing. As a food service worker, I am responsible for my personal hygiene, cleaning and sanitizing properly, proper food preparation, cooking and serving to protect myself and others. b. Food safety is not only a public health concern, a foodborne illness outbreak costs a restaurant its reputation and the operation could incur thousands of dollars and might even force an operation to close, in addition to whom it affects the customer. <p>EQ2:</p> <ul style="list-style-type: none"> a. Employees are the biggest investment and asset to a foodservice operation therefore, providing training about helps employees to be efficient in the workplace while keeping everyone safe. b. Employees have a legal right to work in a safe environment free of hazards and guests have a legal right to expect safe food served in a safe environment and the Occupational Safety and Health Administration (OSHA) enforces these standards. c. As a food handler, a ServSafe® Food Handler Training Certificate of Achievement will demonstrate knowledge of industry standards and boost my credibility with prospective employers.

Unit 2 - Skills	
Learning Target	NJSLS
<p>EQ1:</p> <ul style="list-style-type: none"> a. Students demonstrate proper personal hygiene, cleaning and sanitizing; knowledge of food receiving, storing, preparing and serving food at the proper temperature. b. Students will be able to describe the extent of the costs associated with foodborne illnesses or an outbreak. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will identify potential kitchen hazards (i.e., proper lifting techniques, fire safety, and demonstrate common sense prevention. b. Students will understand the role of OSHA in overseeing all workplace health and safety issues. c. By the end of the unit, students will take the ServSafe® Food Handler exam and achieve a minimum of 80% accuracy. 	<p>EQ1:</p> <ul style="list-style-type: none"> a. HOSP.9-12.9.4.12.I(1).8 – Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments. b. CRP.K-12.CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them and <p>EQ2:</p> <ul style="list-style-type: none"> a. CRP.K-12.CRP1 - Act as a responsible and contributing citizen and employee and HPE.2.1.12.D1 - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. b. CAEP.9.2.12.C7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. c. HOSP.9-12.9.4.12.I(1).10 – Research and compare career opportunities and qualifications to broaden awareness of careers available in the industry.

In-class Activities/Assignments	Minor Reflection Assessments	Summative Reflection Assessment
<p>Students will engage in the following Activities to explore content as it relates</p> <p>EQ1 & 2:</p> <ul style="list-style-type: none"> 1. ServSafe®, “What did I do wrong?” activity. 2. Weekly cooking labs, demonstrating kitchen and food safety. 3. Students will write descriptions of food borne pathogens, causes and symptoms. 4. Students will calibrate their food thermometers. 5. Students will create food labels for food stored in the fridge/freezer. 	<ul style="list-style-type: none"> 1. ServSafe® Food Handler, Before You Come to Work Quiz. 2. ServSafe®, Providing Safe Food Quiz 3. ServSafe®, Forms of Contamination Quiz 4. ServSafe®, The Safe Food Handler Quiz 5. ServSafe®, The Flow of Food Quiz 6. ServSafe®, Purchasing, Receiving & Storage Quiz 7. ServSafe®, Food Preparation Quiz 8. ServSafe®, Food Service Quiz 9. ServSafe®, Food Safety Management Systems Quiz 10. ServSafe®, Safe Facilities & Pest Management Quiz 11. ServSafe®, Cleaning & Management Quiz 12. Class discussions 	<ul style="list-style-type: none"> 1. ServSafe® Food Handler Review Quiz 2. ServSafe® Food Handler Exam

<p>6. Students will write daily kitchen safety observations and reports.</p> <p>7. Students will research a policy or regulation regarding workplace health and safety issues and write a one page essay about the policy - what is states, who it affects, and how it might affect their own current or future employment.</p>	<p>13. Culinary journal</p> <p>14. Teacher Observations</p> <p>15. Exit Tickets</p>	
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ACCOMMODATION/MODIFICATION OPTIONS: [General Classes](#); [Special Education](#); [504 Students](#); [At Risk Students](#); [Gifted & Talented](#)

Course: Culinary Arts and Hospitality Careers

Unit 3: Understanding and Reading a Standard Recipe/Measuring/Culinary Math

Essential Questions	Enduring Understandings
<p>EQ1:</p> <ul style="list-style-type: none"> a. What are some possible outcomes if a recipe is not followed? b. How do I interpret the recipe to understand cooking techniques and equipment required to execute the recipe successfully? c. What are the components and functions of a standard recipe? <p>EQ2:</p> <ul style="list-style-type: none"> a. In what ways can incorrect measuring practices affect a recipe? <p>EQ3:</p> <ul style="list-style-type: none"> a. Why do you need math for culinary arts? b. When is it appropriate to convert recipes to yield smaller and larger quantities? c. What are AP and EP and how do you calculate them? 	<p>EQ1:</p> <ul style="list-style-type: none"> a. A recipe is a set of instructions that allows the user to prepare a dish correctly and consistently each time. b. Understanding food preparation terms aids in successful preparation of the recipe. Certain tools and equipment, measurements and techniques are needed for specific tasks. c. The components of a standardized recipe include: name, ingredients listed in the order in which they are used, yield, portion size, cooking temperature, time, equipment, step-by step directions and nutrition information. The function of a standardized recipe is to follow a format that is clear to anyone who uses it. <p>EQ2:</p> <ul style="list-style-type: none"> a. Using the appropriate measuring tool and method when preparing ingredients will ensure accuracy and reduce waste. <p>EQ3:</p> <ul style="list-style-type: none"> a. Costing recipes and converting them for various yields is important in a career in the food service industry. b. Accurate measurement and calculation of modifications is essential to food production. c. As Purchased (AP) is an item before it has been trimmed or portioned. Edible Portion (EP) is the amount of the item which is edible, smaller than the AP and understanding the difference between the two is important so that enough of each ingredient can be purchased for a recipe.

Unit 3 - Skills	
Learning Target	NJSLS
<p>EQ1:</p> <ul style="list-style-type: none"> a. Students will know recipe terminology & formats. b. Students will be able to read, interpret, & complete a recipe. c. Students will be able to prepare a recipe by identifying the components and functions. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will be able to choose the correct measuring tools for the recipe, e.g. dry vs. liquid measuring. b. Students will be able to demonstrate correct measuring techniques. c. Students will be able to identify measurement abbreviations. d. Students will be able to demonstrate a working knowledge of measurement conversions. <p>EQ3:</p> <ul style="list-style-type: none"> a. Students will be able to cost recipes. b. Students will be able to convert recipes for yield. c. Students will be able to determine the difference between As Purchased and Edible Portion. 	<p>EQ1:</p> <ul style="list-style-type: none"> a. HOSP.9-12.9.4.12.1.8 – Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice. b. CRP.K-12.CRP2.1 – Act as a responsible and contributing citizen and employee c. LA.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. <p>EQ2:</p> <ul style="list-style-type: none"> a. HOSP.9-12.9.4.12.1.11 – Evaluate and use information resources to accomplish specific tasks. b. LA.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. c. CRP.K-12.CRP2 - Apply appropriate academic and technical skills. d. MA.7.RP.A.1 - Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.. <p>EQ3:</p> <ul style="list-style-type: none"> a. MA.7.NS.A - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. b. MA.7.RP.A-2 - Recognize and represent proportional relationships between quantities and CRP.K-12.CRP2 - Apply appropriate academic and technical skills. c. TECH..8.1.12.F.CS3 – Collect and analyze data to identify solutions and/or make informed decisions.

In-class Activities/Assignments	Minor Reflection Assessments	Summative Reflection Assessment
<p>Students will engage in the following Activities to explore content as it relates</p> <p>EQ1:</p> <ul style="list-style-type: none"> a. Break down the 6 parts of a recipe b. The Cookie Evaluation – compare contrast results of following the recipe vs. adding wrong ingredients. <p>EQ2:</p> <ul style="list-style-type: none"> a. The Cookie Evaluation – compare/contrast results of measuring ingredients correctly vs. incorrectly. b. Units of measurement equivalency mini posters. c. Equivalent measurements mini-posters. <p>EQ3:</p> <ul style="list-style-type: none"> a. Convert a recipe to adjust yield using conversion factor. b. Worksheets for kitchen math – percentages, e.g. discount off a food bill. c. Sample menu food cost activity. d. Edible Portion (EP) vs. As Purchased (AP) activity – students weigh a variety of fruits and vegetables and calculate cost of waste. 	<ul style="list-style-type: none"> 1. Culinary Journal 2. Class discussions 3. Culinary journal 4. Teacher Observations 5. Exit Tickets 	<ul style="list-style-type: none"> 1. Performance evaluation/Lab – demonstrate mise en place, measuring techniques, kitchen and food safety while preparing a recipe. 2. End of Unit Exam

ACCOMMODATION/MODIFICATION OPTIONS: [General Classes](#); [Special Education](#); [504 Students](#); [At Risk Students](#); [Gifted & Talented](#)

Course: Culinary Arts and Hospitality Careers

Unit 4: Kitchen Essentials – Cooking Methods and Equipment

Essential Questions	Enduring Understandings
<p>EQ1:</p> <ul style="list-style-type: none"> a. How does success or failure in the kitchen depend on a chef’s mise en place skills? b. How do different cooking methods affect the texture and flavor of foods? c. How do different cooking methods affect the nutritional content of foods? d. Why are seasonings and flavorings used in food preparation? e. What is the difference between flavoring and seasoning? <p>EQ2:</p> <ul style="list-style-type: none"> a. What are some differences between foodservice equipment in a commercial kitchen vs. a home kitchen? b. What smallwares will you use to prepare basic recipes? c. What food-preparation equipment, other than smallwares are required for preparing basic recipes? How do the different pieces of food-preparation equipment affect the final outcome of the food prepared? d. Why is using and cleaning the equipment as intended important? e. What is the difference between equipment needed for receiving and storing food supplies; preparing foods; and for holding and serving foods and beverages? <p>EQ3:</p> <ul style="list-style-type: none"> a. How does heat transferred to food through conduction, convection, induction, and radiation affect the outcome of food? b. What are the seven basic cooking methods? c. How do you clean and sanitize equipment and tools? Who do you call to fix them? d. How do you determine when the food is done? 	<p>EQ1:</p> <ul style="list-style-type: none"> a. Mise en place is a way to keep the kitchen organized. There is too much work to do in a commercial kitchen to leave everything to the last minute. b. Understanding and applying different cooking methods and techniques (i.e., dry-heat, moist-heat and combination-heat) is necessary to get desired texture, taste, flavor, and aroma. c. Knowledge of the different cooking methods produce different outcomes of nutrition, e.g. braising vs. roasting vs. grilling vs. baking. d. Seasoning and flavorings are a healthy way to enhance food products. e. Seasonings are usually added near the end of the cooking period. ... Flavoring refers to something that changes or modifies the original flavor of the food. <p>EQ2:</p> <ul style="list-style-type: none"> a. Commercial food operations require different equipment from a home kitchen to perform the same job in the kitchen. b. There is a variety of small equipment necessary to properly prepare recipes c. Using the right tool for the job will allow for success with the recipe and in the kitchen. d. Proper use and care of kitchen equipment and tools will extend the life and use of the equipment. e. There are a variety of ways to store food properly for specific purposes. <p>EQ3:</p> <ul style="list-style-type: none"> a. A commercial or home kitchen may have a variety of equipment that heats food differently, for example stove top (gas or electric), oven, induction top, and microwave. b. There are certain cooking methods that will work and be the best process for that specific food.

	<ul style="list-style-type: none"> c. Having a workable, clean and sanitized equipment will prevent anyone from getting sick and making sure they work will ensure the business runs smoothly. d. A chef/cook will cook food correctly by knowing the temperature danger zone.
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Unit 4 - Skills	
Learning Target	NJSLS
<p>EQ1:</p> <ul style="list-style-type: none"> a. Students will understand the importance of mise en place: assembling tools and ingredients and preparing ingredients and equipment ahead of time. b. Students will know the basic cooking methods. c. Students will be able to choose the correct cooking method based on recipe ingredients and requirements. d. Students will interpret a recipe according to methods described. e. Students will know how to use seasonings and flavorings appropriately in recipe preparation. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will be able to identify, use, clean and store commercial kitchen equipment. b. Students will be able to identify, use, clean and store home kitchen equipment. c. Students will be able to choose from a variety of equipment to prepare a recipe. <p>EQ3:</p> <ul style="list-style-type: none"> a. Students will know how heat is transferred to food based on the equipment used. <p>EQ4:</p> <ul style="list-style-type: none"> a. Students will be able to describe the 5 basic tastes. 	<p>EQ1, EQ2, EQ3, EQ4:</p> <ul style="list-style-type: none"> a. HOSP.9-12.9.4.12.1.11 – Evaluate and use information resources to accomplish specific occupational tasks. b. LA.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. c. CRP.K-12.CRP2 – Apply appropriate academic and technical skills. d. TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

In-class Activities/Assignments	Minor Reflection Assessments	Summative Reflection Assessment
<p>Students will engage in the following Activities to explore content as it relates</p> <p>EQ1:</p> <ul style="list-style-type: none"> a. Students will create a poster illustrating the steps in the process of mise en place. b. Students will prepare a variety of recipes demonstrating their mise en place skills, understanding of basic cooking methods and their knowledge of using flavorings and seasonings appropriately. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will first observe and then demonstrate the use of small appliances in food preparation. b. Students will use various small appliances to complete lab assignments. c. Competition games: Divide the class into teams then compete as to which team can guess the name and use of the small appliance, kitchen tool, equipment, cooking methods. <p>EQ3:</p> <ul style="list-style-type: none"> a. in groups, students will perform research on one of the heat transfer methods, write a brief explanation, illustrate the type of equipment, then present their findings to the class. <p>EQ4:</p> <ul style="list-style-type: none"> a. Students will participate in a taste test of food led by the teacher. Students will taste 5 different flavors and be able to dictate what it is. 	<ol style="list-style-type: none"> 1. Culinary Journal 2. Teacher Observation 3. Class Participation 4. Lab Evaluations 5. Exit Slips 6. Discussions 	<ol style="list-style-type: none"> 1. Performance evaluation/Lab – demonstrate mise en place, measuring techniques, kitchen and food safety while preparing a recipe 2. Unit test.

ACCOMMODATION/MODIFICATION OPTIONS: [General Classes](#); [Special Education](#); [504 Students](#); [At Risk Students](#); [Gifted & Talented](#)

Course: Culinary Arts and Hospitality Careers

Unit 5: Career Planning Essentials/Restaurant Management/Menu Planning

Essential Questions	Enduring Understandings
<p>EQ1:</p> <ul style="list-style-type: none"> a. What’s the difference between school and workplace environments? b. How can someone get a job in that field? c. What are the benefits of diversity to a workplace? d. What is a harassment free environment and mutually respectful workplace? <p>EQ2:</p> <ul style="list-style-type: none"> a. What does it mean to be a manager in the food industry? b. What is motivation and what role will the manager play in motivating employees? c. What is teamwork? <p>EQ4:</p> <ul style="list-style-type: none"> a. What are the benefits of training? b. What are the benefits to cross-training? <p>EQ5:</p> <ul style="list-style-type: none"> a. What are some key considerations when it comes to menu planning and purchasing? How is a menu constructed? 	<p>EQ1:</p> <ul style="list-style-type: none"> a. Teachers are like employers and students like employees, yet in the work environment, there is more at risk, based on performance. b. The preparation of food involves the real life application of skills learned in math, science and social studies classrooms. c. Employees with different backgrounds have different talents to contribute, creating a positive work environment. d. When complaints are handled appropriately and all employees are respected, the work environment is enjoyable and employees feel respected. <p>EQ2:</p> <ul style="list-style-type: none"> a. Management is the ability to inspire and motivate employees to behave in accordance with the vision of an organization and to accomplish the organization’s goals. Good leaders demonstrate direction, they lead consistently, influence others, motivate, coach and develop, anticipate change, and foster teamwork. Each job, career, and profession has a set of preparation requirements, career exploration experiences, and different opportunities for personal/professional growth and satisfaction. b. Leadership is the ability to inspire and motivate employees to behave in accordance with the vision of an organization and to accomplish the organization’s goals. Good leaders demonstrate direction, they lead consistently, influence others, motivate, coach and develop, anticipate change, and foster teamwork. The training and education needed to work as a manager. c. We need and can learn a great deal from each other if we take the time to listen and work together respectfully and cooperatively. <p>EQ4:</p> <ul style="list-style-type: none"> a. Training improves the skill, knowledge, and attitude of employees for their jobs.

	<p>b. Cross-training is where an employee knows more than one position in the kitchen, they know all of them. Effective cross-training is essential to the productive functioning of an operation.</p> <p>EQ5:</p> <p>a. Knowing how much food costs, time it takes to make the food and a theme will help in creating a menu that will make money for the restaurant.</p>
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Unit 5 - Skills	
Learning Target	NJSLS
<p>EQ1:</p> <ul style="list-style-type: none"> a. Students will understand that unlike their performance at school, their performance as an employee can have more serious consequences. b. Students will investigate career choices in the food service or hospitality industry. c. Students will understand that in a diverse environment, people must learn to value and respect each other, regardless of their differences. d. Students will be able to identify harassment in the workplace. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will be able to demonstrate the critical thinking skills required to manage a restaurant. b. Students will understand how motivation can help employees work harder and achieve particular goals. <p>EQ3:</p> <ul style="list-style-type: none"> a. Students will understand that successful teams respect each other’s opinions and find ways to work together to achieve positive results. <p>EQ4:</p> <ul style="list-style-type: none"> a. Students will understand how effective training is essential to the productive functioning of an operation/organization. b. Students will demonstrate skills at different positions in the kitchen, including manager, front of the house and back of the house operations. <p>EQ5:</p> <ul style="list-style-type: none"> a. Students will create a menu for a themed food truck of their choice. b. Investigate and discuss menu layout and menu design. 	<p>EQ1, EQ2, EQ4, & EQ5:</p> <ul style="list-style-type: none"> a. LA.WHST.11.-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. b. TECH.8.1.12.E.CS2 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. CRP.K-12.CRP9 - Model integrity, ethical leadership and effective management. d. CRP.K-12.CRP1 - Act as a responsible and contributing citizen and employee. e. CRP.K-12.CRP4 - Communicate clearly and effectively and with reason. f. CRP.K-12.CRP10 - Plan education and career paths aligned to personal goals. <p>EQ1:</p> <ul style="list-style-type: none"> a. CAEP.9.2.12.C1 - Review career goals and determine the steps necessary for attainment. b. SOC.K-12.6.4.A.1 - Many cultural traditions and heritages contribute to our state’s and nation’s diversity. <p>EQ2, EQ 4, & EQ5:</p> <ul style="list-style-type: none"> a. MA.7.RP.A.- Analyze proportional relationships and use them to solve real-world and mathematical problems.

In-class Activities/Assignments	Minor Reflection Assessments	Summative Reflection Assessment
<p>Students will engage in the following Activities to explore content as it relates</p> <p>EQ1:</p> <ul style="list-style-type: none"> a. Students will gather information about a specific career of interest in the food service or hospitality industry to create a job description and job posting. b. Students will create a resume to respond to the job posting. c. Each student will participate in a diversity activity where they will write down three lesser-known facts about themselves on an index card. Cards will be collected and shuffled. The cards will be read aloud to the class and students will have to guess who wrote each and why. <p>EQ2:</p> <ul style="list-style-type: none"> a. Students will investigate the skills and job duties of successful managers then create a job description. b. Students will role-play manager - employee roles and practice giving feedback and motivation. <p>EQ3:</p> <ul style="list-style-type: none"> a. Throughout the unit, students will demonstrate teamwork skills as they work together to accomplish the tasks required to manage a mock-restaurant. <p>EQ4:</p> <ul style="list-style-type: none"> a. Students will create a training manual to include training requirements for each of the positions required to run a restaurant. b. Throughout the unit, students will demonstrate their skills in the classroom as they work in different positions in the mock restaurant. <p>EQ5:</p> <ul style="list-style-type: none"> a. Planning for Food Truck Business to include: Theme, Name, Menu with prices to include an appetizer, main dish, dessert. b. Students will research menu layouts and design and create their menu using a technology application of their choice. 	<ol style="list-style-type: none"> 1. Culinary Journal 2. Teacher Observation 3. Class Participation 4. Lab Evaluations 5. Exit Slips 6. Open-ended questions and class Discussions 	<ol style="list-style-type: none"> 1. Culminating project: Mock-restaurant management. 2. Food Truck Project

ACCOMMODATION/MODIFICATION OPTIONS: [General Classes](#); [Special Education](#); [504 Students](#); [At Risk Students](#); [Gifted & Talented](#)

Course: Culinary Arts and Hospitality Careers

Unit 6: Food and Culture/Desserts and Baked Goods

Essential Questions	Enduring Understandings
<p>EQ1:</p> <ul style="list-style-type: none"> a. What are the cultural influences of countries around the world? b. What flavor profiles match each other or are similar? c. What is cultural cuisine? <p>EQ2:</p> <ul style="list-style-type: none"> a. When baking, what does each ingredient do for the dish? b. What are the primary percentages needed for proper baking? c. Why are there different mixing methods? <p>EQ3:</p> <ul style="list-style-type: none"> a. How should desserts be plated and presented? b. How is science tied into baking? c. What are leaveners? d. How can baked goods be healthy? 	<p>EQ1:</p> <ul style="list-style-type: none"> a. There are many varieties of regional and international cuisine around the world, and they get their influence from the people who live there. b. Every culture creates unique food preparation methods to fulfill their culture and some are similar and others are far different. c. A cuisine is a specific set of cooking traditions and practices, often associated with a specific culture or region. <p>EQ2:</p> <ul style="list-style-type: none"> a. Each ingredient has a specific purpose to create the dish. b. Baking requires a specific ratio of ingredients in order for the product to rise properly and obtain the optimal texture. Cooking is less dependent on a specific formula and allows the chef to creatively use a variety of ingredients. c. Different mixing methods affect product results. <p>EQ3:</p> <ul style="list-style-type: none"> a. Presentation of food can mean everything to the customer and should be done with care and understanding of that. b. Mastering baked goods such as breads and cookies require a thorough understanding of science coupled with much practice of technique. c. Leavening agents produce chemical changes in a baked product that results in a physical change. d. Baked goods can fit into a healthy eating plan when produced with healthy ingredients.

Unit 6 - Skills	
Learning Target	NJSLS
<p>EQ1:</p> <ul style="list-style-type: none"> a. Students will be able to reflect on the influences of countries around the world on the types of food served in our country. b. Students will be able to identify similar and different flavor profiles and ingredients from ethnic foods and “American food”. c. Students will understand that food culture is the tradition related to food whereas cuisine is a characteristic style of preparing food. <p>EQ2:</p> <p>Students will know basic ingredients used in baking, the different mixing methods as well as the basic percentages for a successful end product.</p> <p>EQ3:</p> <ul style="list-style-type: none"> a. Throughout the unit, students will apply their knowledge of baked good ingredients and preparation techniques to prepare, modify, and present their baked goods. 	<p>EQ1, EQ2, EQ3:</p> <ul style="list-style-type: none"> a. LA.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. b. LA.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. c. TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. d. SOC.K-12.6.4.A.1 - Many cultural traditions and heritages contribute to our state’s and nation’s diversity. e. CRP.K-12.CRP12 - Work productively in teams while using cultural global competence. <p>EQ2 & EQ3:</p> <ul style="list-style-type: none"> a. MA.7.RP.A.2 - Recognize and represent proportional relationships between quantities.

In-class Activities/Assignments	Minor Reflection Assessments	Summative Reflection Assessment
<p>Students will engage in the following Activities to explore content as it relates</p> <p>EQ1:</p> <ul style="list-style-type: none"> a. Restaurant Critic: Students will research an ethnic restaurant menu. Each kitchen will prepare an ethnic dish to be tasted. Each kitchen must write an article to describe the physical qualities than a description of the food in terms of the senses. <p>EQ2 & EQ3:</p> <ul style="list-style-type: none"> a. Students will experiment with various leavening agents to determine appropriate use for certain circumstances. 	<ol style="list-style-type: none"> 1. Culinary Journal 2. Teacher observation 3. Class Participation 4. Open-Ended Questions and Discussions 5. Exit Slips 	<ol style="list-style-type: none"> 1. Students will participate in a “cooking show style”, cake baking competition. 2. Students will demonstrate their knowledge of all units by developing and preparing a recipe for an appetizer, main course and dessert.

<p>b. Weekly labs including: Quick breads, yeast breads, cakes, pies, choux pastry, cookies.</p> <p>c. In groups, students will create a proposal for a new baked food item. Items to be included: recipe; sales pitch; marketing materials; a prepared example to be submitted for the cooking show style competition.</p> <p>d. Students will investigate healthy modifications to a favorite recipe, use technology to display the new recipe ingredients and steps, produce the recipe and add a picture to the recipe.</p>		
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ACCOMMODATION/MODIFICATION OPTIONS: [General Classes](#); [Special Education](#); [504 Students](#); [At Risk Students](#); [Gifted & Talented](#)

Black Horse Pike Regional School District

NEW JERSEY CAREER & TECHNICAL EDUCATION (CTE) STANDARDS:

[New Jersey CTE Standards](#)

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS):

[The 12 Career Ready Practices](#)

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

[21st Century Life and Careers - Career Awareness, Exploration, and Preparation](#)

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well-informed about post-secondary and career options, career planning, and career requirements.

[Comprehensive Health and Physical Education](#)

The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities.

[English Language Arts Companion Standards](#)

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

[Mathematics](#)

The principles for school mathematics address the overarching themes of equity, curriculum, teaching, learning, assessment and technology. (NCTM, 2000).

[Social Studies](#)

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

[Technology](#)

"Advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and learn". - International Society for Technology in Education.

Black Horse Pike Regional School District

NJSLS - 21ST CENTURY LIFE AND CAREERS HOSPITALITY & TOURISM CAREER CLUSTER

Standards (HOSP.9-12)

- HOSP.9-12.9.4.12.I(1).8** – Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments.
- HOSP.9-12.9.4.12.I(1).10** – Research and compare career opportunities and qualifications to broaden awareness of careers available in the industry.
- HOSP.9-12.9.4.12.1.11** – Evaluate and use information resources to accomplish specific occupational tasks.
- HOSP.9-12.9.4.12.I.35** – Describe the nature and types of business organizations to build an understanding of the scope of organizations.
- HOSP.9-12.9.4.12.I.38** – Identify and compare services and products from related industries to understand how they affect hospitality and tourism products and services.

NJSLS - 21ST CENTURY LIFE AND CAREERS THE 12 CAREER READY PRACTICES

Standards (CRP.K-12.CRP)

- CRP.K-12.CRP1:** Act as a responsible and contributing citizen and employee.
- CRP.K-12.CRP2:** Apply appropriate academic and technical skills.
- CRP.K-12.CRP4:** Communicate clearly and effectively and with reason.
- CRP.K-12.CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP.K-12.CRP9:** Model integrity, ethical leadership and effective management.
- CRP.K-12.CRP10:** Plan education and career paths aligned to personal goals.
- CRP.K-12.CRP11:** Use technology to enhance productivity.
- CRP.K-12.CRP12:** Work productively in teams while using cultural global competence.

**NJSLS - 21ST CENTURY LIFE AND CAREERS
CAREER AWARENESS, EXPLORATION, AND PREPARATION**

Standards (CAEP.9.2.12.C)

CAEP.9.2.12.C1: Review career goals and determine the steps necessary for attainment.

CAEP.9.2.12.C3: Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

NJSLS - COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Safety (HPE.2.1.12.D.1) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

HPE.2.1.12.D.1 - *[Cumulative Progress Indicator]* - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

Interpersonal Communication (HPE.2.2.12.A) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

HPE.2.2.12.A.1 - *[Cumulative Progress Indicator]* - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

HPE.2.2.12.A.CS2 - *[Content Statement]* - Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

HPE.2.2.12.A.2 - *[Cumulative Progress Indicator]* - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

NJSLS - ENGLISH LANGUAGE ARTS COMPANION STANDARDS

Writing History, Science and Technical Subjects (WHST.11-12.4) Production and Distribution of Writing

LA.WHST.11-12.4 - *[Progress Indicator]* - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading Science and Technical Subjects (LA.RST.11-12) Key Ideas and Details

LA.RST.11-12.3 - *[Progress Indicator]* - 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.

LA.RST.11-12.4 - [*Progress Indicator*] - 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..

NJSLS - MATHEMATICS

Ratios and Proportions (MA.7.RP)

MA.7.RP.A.1 - [*Standard*] - Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

MA.7.RP.A-2 - [*Standard*] - Recognize and represent proportional relationships between quantities.

The Number System (MA.7.NS)

MA.7.NS.A - [*Standard*] - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

NJSLS - SOCIAL STUDIES

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities (SOC.6.1.12.D) - History, Culture, and Perspectives.

SOC.6.1.12.D.14.f - [*Cumulative Progress Indicator*] - Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future (SOC.K-12.6.4) - Family and Community Life.

SOC.K-12.6.4.A.1 - [*Enduring Understanding*] - Many cultural traditions and heritages contribute to our state’s and nation’s diversity.

NJSLS - TECHNOLOGY

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (TECH.8.1.12.C)

TECH.8.1.12.C.CS1: [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS4: [*Content Statement*] - Contribute to project teams to produce original works or solve problems.

Students apply digital tools to gather, evaluate, and use information. (TECH.8.1.12.E)

TECH.8.1.12.E.CS1 - [*Content Statement*] - Plan strategies to guide inquiry.

TECH.8.1.12.E.CS2 - [*Content Statement*] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3 - [*Content Statement*] - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.12.E.1 - [*Cumulative Progress Indicator*] - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources