



Hospitality Management

11-12, Career & Technical Education

Developed By: Mr. Tarik Huggins & Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit	Activities/Assessments
September	<ul style="list-style-type: none"> Unit 1 - Fundamentals of Hospitality Management 	<ul style="list-style-type: none"> Identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP. Identify standards for receiving, storing, handling, and serving safe food according to regulatory agency guidelines.
October	<ul style="list-style-type: none"> Unit 2 - ServSafe Manager Training & Certification 	<ul style="list-style-type: none"> Review of materials for the ServSafe Food Protection Manager training and Certification.
November	<ul style="list-style-type: none"> Unit 2 - ServSafe Manager Training & Certification 	<ul style="list-style-type: none"> Review of materials for the ServSafe Food Protection Manager training and Certification
December	<ul style="list-style-type: none"> Unit 3 - Introduction of Recipe Development & Culinary Math 	<ul style="list-style-type: none"> Cost out a recipe using food, labor and other important cost factors. Perform math functions relating to the food service industry. Test, modify, and evaluate original standardized recipes
January	<ul style="list-style-type: none"> Unit 3 - Introduction of Recipe Development & Culinary Math 	<ul style="list-style-type: none"> Cost out a recipe using food, labor and other important cost factors. Perform math functions relating to the food service industry. Test, modify, and evaluate original standardized recipes
February	<ul style="list-style-type: none"> Unit 3 - Introduction of Recipe Development & Culinary Math 	<ul style="list-style-type: none"> Cost out a recipe using food, labor and other important cost factors. Perform math functions relating to the food service industry. Test, modify, and evaluate original standardized recipes
March	<ul style="list-style-type: none"> Unit 4 - Fundamentals of Catering 	<ul style="list-style-type: none"> Design and execute a student-run buffet service for various district events. Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production.
April	<ul style="list-style-type: none"> Unit 4 - Fundamentals of Catering 	<ul style="list-style-type: none"> Design and execute a student-run buffet service for various district events. Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production.
May	<ul style="list-style-type: none"> Unit 4 - Fundamentals of Catering 	<ul style="list-style-type: none"> Design and execute a student-run buffet service for various district events. Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production.
June	<ul style="list-style-type: none"> Unit 5 - Hospitality & Culinary Career Exploration 	<ul style="list-style-type: none"> Research careers in the hospitality industry. Create a personal digital portfolio

Unit 1

Fundamentals of Hospitality Management

Summary and Rationale

This unit introduces students to food inventory, purchasing, budgeting and management. Students will gain an understanding of perpetual and physical kitchen inventory and food rotation “FIFO” first in, first out. They will move to purchasing food: unit pricing, budgeting, comparative shopping and receiving. Students will gain an understanding of how recipes support food quality, regulation compliance, cost control and inventory in food service operations. Finally, students will explore and understand the importance of accommodating special diets, food allergies and the review of strategies for managing special dietary needs.

Recommended Pacing

4 Weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 Life Literacies and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Instructional Focus	
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Professional ethics and community interaction are necessary for the success of a commercial foodservice operation. 	<ul style="list-style-type: none"> What role does a food service manager and other professionals, such as dietitian, food scientist and food journalists play in the front and back house food service operation?

<ul style="list-style-type: none"> ● Creating a structure for the management of human resources must be an on-going process of projection, analysis, and evaluation. ● The role of the manager in standardized recipe production is to insure the delivery of the menu considering cost, nutrition, the audience, taste, texture, and appearance. ● Identifying terminology and characteristics of cooking principles is necessary to develop advanced culinary practices and skill proficiencies. ● Knowledge of inventory and uses of the inventory items is important for success in a foodservice establishment. 	<ul style="list-style-type: none"> ● What is the role of the food service manager in maintaining a safe workplace and setting standards for the operating procedures of a food service facility? ● Why is it important to understand and apply perpetual and physical inventory control? ● How does the level of management expertise affect the positive and negative outcomes in relation to preparing safe food? ● What is the purpose of record keeping in a food service establishment?
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Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● Project planning ● Individual cooking activities ● Group projects ● Notebook Checks ● Culinary vocabulary comprehension ● Check-point / benchmark quizzes ● Final product assessments ● Iron Chef Challenges ● Event catering ● Food purchasing
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Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● Understand the importance of inventory calculation. ● Understand perpetual and physical kitchen inventory. ● “FIFO” first in, first out. ● How to correctly check in a food order. ● How to determine food cost. ● How to correctly store various foods after receiving. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define and calculate food cost and food cost percentage. ● Explain what happens after goods are purchased. ● List the methods used to account for inventory. ● Identify and demonstrate professional safety and sanitation management skills. ● Research industry standards for receiving, storing, handling, and serving safe food according to regulatory agency guidelines.
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Suggested Resources/Technology Tools

<ul style="list-style-type: none"> ● ServSafe curriculum ● Various food materials ● Cookware (pots, pans, plates, etc.) ● Utensils/Cutlery ● Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.) <p><u>Online resources:</u></p> <ul style="list-style-type: none"> ● Allrecipes.com

- Foodnetwork.com
- Shoprite.com
- YouTube.com

Textbooks:

- The Chef's Companion, Third Edition, by Elizabeth Riely
- Foundations of Restaurant Management & Culinary Arts: Level 2, 1st Edition, By National Restaurant Association

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Use concrete examples of concepts before teaching the abstract
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphical, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.

- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 2

ServSafe Manager Training & Certification

Summary and Rationale

This unit introduces students to food inventory, purchasing and the ServSafe Manager Certification. The ServSafe program is developed by the National Restaurant Association with the help of foodservice industry experts who face the same risks you do every day. This is knowledge that every employee/student needs to succeed when they take the ServSafe courses. It proposes food safety training, exams and educational materials to foodservice managers. Students will earn a ServSafe Food Protection Manager Certification, accredited by the American National Standards Institute for Food Protection.

Recommended Pacing

8 Weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
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9.4 Life Literacies and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
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Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Instructional Focus	
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> National, state and local standards for commercial food service operations mandate a thorough understanding and effective management application of safety and 	<ul style="list-style-type: none"> What is the role of the food service manager in maintaining a safe workplace and setting standards for the operating procedures of a food service facility?

sanitation measures appropriate for the facility.

- Professional ethics and community interaction are necessary for the success of a commercial foodservice operation.
- Creating a structure for the management of human resources must be an on-going process of projection, analysis, and evaluation.
- The role of the manager in standardized recipe production is to insure the delivery of the menu considering cost, nutrition, the audience, taste, texture, and appearance.
- Identifying terminology and characteristics of cooking principles is necessary to develop advanced culinary practices and skill proficiencies.
- Knowledge of inventory and uses of the inventory items is important for success in a foodservice establishment.

- What regulatory agencies would be a reliable source for developing professional ethics in commercial food service facility management criteria?
- Why is it important to understand and apply perpetual and physical inventory control?
- How does the level of management expertise affect the positive and negative outcomes in relation to preparing safe food?
- What role does a food service manager and other professionals, such as dietitian, food scientist and food journalists play in the front and back house food service operation?
- What is the purpose of record keeping in a food service establishment?

Evidence of Learning (Assessments)

- Project planning
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- ServSafe manager test

Objectives (SLO)

Students will know:

- The importance of food safety
- Good personal hygiene
- Time and temperature control
- Preventing cross-contamination
- Cleaning and Sanitizing
- Safe food preparation
- Receiving and storing food
- Methods of thawing, cooking, cooling and reheating food
- HACCP (Hazard Analysis and Critical Control Points)
- Food safety regulations

Students will be able to:

- Complete ServSafe Manager examination
- Identify management guidelines and practices for preparing safe foods according to ServSafe and HACCP (Hazardous Analysis and Critical Control Points)
- Identify management guidelines and practices for preparing safe foods according to ServSafe.
- Prevent foodborne-illness
- Prevent the contamination of food
- Safe food storage practises
- Specific cooking and serving temperatures for food.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

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Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

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- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 3

Introduction of Recipe Development & Culinary Math

Summary and Rationale

This unit introduces students to recipe development and culinary math. Students will gain an understanding of culinary math: the fractions, multiplication, addition, subtraction and conversions needed to be fluent and precise in a kitchen. They will then move to recipe development: the creation of new recipes, substitutions, testing, documentation and conversion of recipes. Students will finish with food cost: determining food cost percentage and establishing menu prices. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

12 Weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Understanding of mathematical fundamentals and functions in the hospitality and food industry. The role of the manager in standardized recipe production is to insure the delivery of 	<ul style="list-style-type: none"> Why is it important to follow the methods for accurately weighing, measuring and portioning? What are the procedures for costing and converting a standardized recipe?

the menu considering cost, nutrition, the audience, taste, texture, and appearance.

- Food cost must be considered in planning / implementing a menu and all subsequent foodservice operations.
- Proper measuring is important for a food service establishment to ensure a consistent product.
- It is important to calculate and control food costs to keep a business running smoothly.
- Several factors can influence the cost to prepare menu items.

- What mathematical principles apply to quantity food production of starches, grains, and pastas?
- What is the importance of menu pricing and what are the factors that influence menu pricing?
- What mathematical skills are necessary for the food service industry?
- How do the five senses influence seasonings and flavorings in product/recipe development and adjustments?
- How do you develop standardized recipes for a food service operation?
- Why is it important to have understanding of and apply basic math operations as they apply to culinary technology?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Culinary technique assessments
- Recipe testing projects
- Tested recipe presentations

Objectives (SLO)

Students will know:

- How to cost out a recipe using food, labor and other important cost factors.
- How to use costs to determine the correct price point.
- Mathematical conversion of recipes to change quantity using decimals and fractions.
- Ingredient substitutes and alternatives.
- Basic culinary math and when to apply it.
- How to create custom recipes.
- How food cost affects selling price.

Students will be able to:

- Define and calculate food cost and food cost percentage.
- Describe the factors that contribute to the purchasing process.
- Demonstrate an understanding of and apply basic math operations as they apply to culinary technology.
- Test, modify and evaluate original standardized recipes.
- Perform basic math functions relating to the food service industry.
- Establish guidelines for applying mathematical principles to quantity food production.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

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Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to practical arts practice include, but are not limited to:

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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
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- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 4

Fundamentals of Catering

Summary and Rationale

This unit introduces students to the fundamentals of catering, event planning and menu development. Students will gain an understanding of catering: providing food service in house or at a remote location. They will move to menu development: menu planning, seasonality, themes and budgeting. Students will finish with the two sections of a foodservice operation: the front of the house (dining room) and the back of the house (kitchen). Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

12 Weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
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9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.8	Implement standard operating procedures related to food and beverage production and guest service.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4 Life Literacies and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Interdisciplinary Connections	
English Language Arts - Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Quantity food production and catering require a different and unique array of skills and techniques, separate from standardized food service production. Professional ethics and community interaction are necessary for the success of a commercial foodservice operation 	<ul style="list-style-type: none"> How do recipe adjustments, time management, and equipment differ for quantity production of stocks, soups and sauces? What food science concepts and mathematical principles apply to quantity food production of starches grains, and pastas? How do you identify and accommodate the individual needs of a specific audience for a catered event?

<ul style="list-style-type: none"> ● Quantity food production and catering require a different and unique array of skills and techniques, separate from standardized food service production. ● Basic menu planning strategies driven by industry standards are critical for building the foundation of a foodservice operation. ● Standards must be established in planning / implementing a menu ● As all food service operations begin with “the menu”, the process of successful menu planning and development has multiple considerations and influences. 	<ul style="list-style-type: none"> ● How do you identify and accommodate the individual needs of a specific audience for a catered event? ● What role does a food service manager and other professionals, such as dietitian, food scientist and food journalists play in the front and back house food service operation? ● How should you estimate preparation amounts and the number of serving portions? ● What are the methods used for portion size? ● How does the menu determine design standards for front and back of the house? ● Do the published menu and its presentation project the desired ambiance and theme? ● Considering the diverse types of foodservice operations, how do the strategies for menu planning differ?
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Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Iron Chef Challenges
- Event catering
- Food purchasing

Objectives (SLO)

- Students will know:
- The students will plan and organize quantity food production and catered events for the student run restaurant.
 - Menu styles, themes, and designs.
 - Components of a menu.
 - The importance of a well-written menu.
 - The importance of portion control
 - How to use nutrition as a tool for healthier menus.
 - To be more socially aware of what is going on around the world food- wise.
 - Design a buffet for a catered event in the student-run setting.
 - How managing the front of the house differs from managing the back of the house.
 - How the menu and its layout can attract more customers.

- Students will be able to:
- Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production. Identify food science concepts in quantity production of starches, grains, and pastas.
 - Recognize specific and general audience needs for catered events.
 - Establish guidelines for applying mathematical principles to quantity food production.
 - Analyze menu styles, themes, and designs to determine appropriate applications.
 - Describe the components of the menu and the impact on the design of the foodservice operation in which it will be delivered.
 - Organize the information on a menu.
 - Explain principles of menu layout and design.
 - Explain the importance of portion control to food cost.

- Understand the role of the manager in delivering the menu according to the standard criteria.
- Examine the different menu-planning and dietary guidelines for buffet catering.
- Demonstrate a professional role in governance of catered events in the student-run restaurant.
- Recognize specific and general audience needs for catered events.
- Demonstrate an understanding of recipe adjustment and time management as applied to quantity food production.
- Design a buffet for a catered event in the student-run restaurant.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

Online resources:

- Allrecipes.com
- Foodnetwork.com
- Shoprite.com
- YouTube.com

Textbooks:

- The Chef's Companion, Third Edition, by Elizabeth Riely
- Foundations of Restaurant Management & Culinary Arts: Level 2, 1st Edition, By National Restaurant Association

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Use concrete examples of concepts before teaching the abstract
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review

- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student’s primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 5

Hospitality & Culinary Career Exploration

Summary and Rationale

This unit introduces students to culinary career exploration. Students will learn the essential steps of career planning: portfolio, resume, networking and occupational outlook. They will then move onto looking at the types of work experience one can engage in while still at school. Students will finish by exploring how one can integrate their planning with their education and experiences. Opportunities to connect with graduates and various career professionals who have been successful in their career choices will be accessible during this unit. Students will continue to demonstrate skills needed when working cooperatively in the workplace as well as follow oral and written directions and demonstrate safe use of equipment, correct measuring techniques, and sanitation procedures.

Recommended Pacing

4 Weeks

Standards

9.3 Career and Technical Education

Career Cluster: Agriculture, Food & Natural Resources

Pathway: Food Products & Processing Systems (AG-FD)

9.3.12.AG-FD.2	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
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9.3.12.AG-FD.3	Select and process food products for storage, distribution and consumption.
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9.3.12.AG-FD.4	Explain the scope of the food industry and the historical and current developments of food products and processing.
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Pathway: Natural Resources Systems (AG-NR)

9.3.12.AG-NR.2	Analyze the interrelationships between natural resources and humans.
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Career Cluster: Hospitality & Tourism

Pathway: Restaurants & Food/Beverage Services (HT-RFB)

9.3.HT-RFB.1	Describe ethical and legal responsibilities in food and beverage service facilities.
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Integration of Technology	
Computer Science and Design Thinking	
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or an online community.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Career exploration and management activities applied to the kitchen brigade provide informed decisions for professional job opportunities and career planning. • A robust portfolio of accomplished work is 	<ul style="list-style-type: none"> • How would career exploration of the various food service professions aid in the management of a food service operation? • What skills are needed to make an informed career decision in food service?

an essential part of obtaining a career in the hospitality career cluster.

- Food Service workers must be skilled in a variety of techniques and have an in-depth knowledge of how different ingredients function together in order to be successful in a variety of workplaces.

- What would be a logical course of action to explore culinary and management positions such as short order, line cook, or quantity baker considering the task analysis or job descriptions?
- What educational degrees, requirements, and certifications are appropriate for careers in foodservice management?
- What information and materials are needed to create a summative career portfolio?

Evidence of Learning (Assessments)

- Project planning
- Individual cooking activities
- Group projects
- Notebook Checks
- Culinary vocabulary comprehension
- Check-point / benchmark quizzes
- Final product assessments
- Iron Chef Challenges
- Event catering
- Culinary / Hospitality career project

Objectives (SLO)

Students will know:

- Explore various career possibilities in the hospitality industry.
- The correct way to network in their field of interest.
- How to build a culinary digital portfolio.
- How to use the occupational outlook guide to research possible careers.
- How to apply different management strategies.
- How to Research different careers in food, beverage and travel.
- How to recognize the various foodservice professions and their roles in a foodservice operation.

Students will be able to:

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- Identify and define the steps in career planning.
- Identify aspects of labor market information.
- Compare and describe types of work-learning experiences.
- Describe tools and strategies to successfully complete work experience.
- Explore career management strategies for workplace success.
- Identify sources for the criteria needed to develop management skills and a professional persona.
- Determine which community resources could benefit from a partnership with a commercial foodservice facility.
- Demonstrate an understanding of the characteristics of a professional.

Suggested Resources/Technology Tools

- ServSafe curriculum
- Various food materials
- Cookware (pots, pans, plates, etc.)
- Utensils/Cutlery
- Appliances (Stove, oven, refrigerator, mixers, dishwasher, etc.)

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