

Advanced Culinary Arts Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum	
Content Area: Culinary Arts	
Course Title: Advanced Culinary Arts	Grade level: 11-12
Unit 1 Cooking Methods: Dry Heat, Moist Heat	10 class periods
Unit 2 Breakfast Foods	15 class periods
Unit 3 Garde Mange	15 class periods
Unit 4 Sandwiches, Appetizers, Hors d' Oeuvres	15 class periods
Unit 5 Fruit and Vegetables	10 class periods
Unit 6 Grains, Legumes and Pastas	15 class periods
Unit 7 Stocks, Sauces and Soups	15 class periods
Unit 8 Fish and Shellfish	15 class periods
Unit 9 Meats and Poultry	15 class periods
Unit 10 Working in a Restaurant	15 class periods
Unit 11 Menus	15 class periods
Unit 12 Nutrition	15 class periods
Unit 13 The Business of a Restaurant	15 class periods
Date Created: 5/8/20	Board Approved On: 5/28/20

**Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum
Unit 1 Overview**

Content Area: Culinary Arts

Unit Title: Cooking Methods: Dry Heat, Moist Heat

Target Course/Grade Level: 11-12

Unit Summary:

An exploration of how different cooking methods affect food.

Interdisciplinary Connections:

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- effects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.2	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do different cooking methods affect food? ● How does temperature impact overall product? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Identify the difference between dry heat and moist heat ● How to determine doneness
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How heat affects food ● A variety of heat methods ● Combination cooking methods 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Determine doneness ● Understand different heating methods ● Prep food using moist heat

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**Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum
Unit 2 Overview**

Content Area: Culinary Arts

Unit Title: Breakfast Foods

Target Course/Grade Level: 11-12

Unit Summary:

- An exploration of the traditional food groups used for breakfast.

Interdisciplinary Connections:

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- effects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CI.1	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.DC.4	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> How to Select and store eggs How to Prepare and serve egg dishes How to Identify and store dairy products 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> How to Prepare pancakes, waffles and French toast How to Identify breakfast breads/cereals How to Identify breakfast meats and potatoes How to Identify hot and cold breakfast beverages.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● A variety of breakfast foods ● A variety of ways to cook and serve breakfast foods ● Nutritional value of various food items ● Sanitary practices 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Identify breakfast foods ● Know how to cook various breakfast foods ● Know how to serve breakfast foods ● Accurately apply culinary math skills where applicable. ● Describe and differentiate the concept in diverse cuisines. ● Demonstrate knowledge and design of buffet arrangement, flow and service. ● Calculate portion control and formula adjustment. ● Differentiate “breakfast” as defined by various cuisines. ● Differentiate between the components of an egg, their specific characteristics and uses. ● Plan, organize and execute a brunch buffet.

<p>Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 3 Overview</p>
<p>Content Area: Culinary</p>
<p>Unit Title: Garde Mange</p>
<p>Target Course/Grade Level: 11-12</p>
<p>Unit Summary: Students will learn what preparations and products are used for the Garde Mange station.</p>
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Language Arts Literacy- Reading Cookbooks ● Mathematics- Measurement, fractions, temperature/heat ● Science- affects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

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9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
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9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.

9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<p>Unit Enduring Questions: How do you Identify and prepare dressings and dips? What is the purpose of salads How do you prepare green salads?</p>	<p>Unit Enduring Understandings: You can Use alternate ingredients in salads How to Prepare composed salads How to identify and Understand types of cheese</p>
<p>Unit Objectives: <i>Students will know....</i> How to Identify types of old food presentation How to Identify elements in cold food presentation How to Prepare centerpieces and garnishes</p>	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Understand the buying, handling, storing of cheese ● Cook with cheese ● Understand how to purchase salad items ● Prepare salads

**Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum
Unit 4 Overview**

Content Area: Culinary Arts

Unit Title: Sandwiches, Appetizers, Hors d' Oeuvres

Target Course/Grade Level: 11-12

Unit Summary:

In this unit students will learn all about Sandwiches, Appetizers, and Hors d' Oeuvres

Interdisciplinary Connections:

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- affects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities		
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations		
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance		
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services		
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.		
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.		
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.		
9.4.12.CT.1	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Unit End Essential Questions</p> <ul style="list-style-type: none"> ● What are the basic sandwich elements? ● What is the mise en place for sandwich making? ● What are various types of cold sandwiches? ● What are various types of hot sandwiches? </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Unit Enduring Understandings:</p> <p>Understand the basic sandwich elements Understand the mise en place for sandwich making Understand the types of cold sandwiches Understand the types of hot sandwiches</p> <ul style="list-style-type: none"> ● Compare and contrast forcemeats and charcuterie items and their proper applications and service of each. ● Demonstrate and employ the proper techniques for the production of cold soups and sandwiches ● Prepare and present vegetable and fruit based cold soups. ● Prepare and present shellfish (oysters, clams, shrimp and ceviche) including their appropriate complimentary sauces. ● Prepare sausages and terrines for charcuterie platters an canapes. </td> </tr> </table>		<p>Unit End Essential Questions</p> <ul style="list-style-type: none"> ● What are the basic sandwich elements? ● What is the mise en place for sandwich making? ● What are various types of cold sandwiches? ● What are various types of hot sandwiches? 	<p>Unit Enduring Understandings:</p> <p>Understand the basic sandwich elements Understand the mise en place for sandwich making Understand the types of cold sandwiches Understand the types of hot sandwiches</p> <ul style="list-style-type: none"> ● Compare and contrast forcemeats and charcuterie items and their proper applications and service of each. ● Demonstrate and employ the proper techniques for the production of cold soups and sandwiches ● Prepare and present vegetable and fruit based cold soups. ● Prepare and present shellfish (oysters, clams, shrimp and ceviche) including their appropriate complimentary sauces. ● Prepare sausages and terrines for charcuterie platters an canapes.
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	<ul style="list-style-type: none"> • Prepare and present cold hor d'oeuver (canapes, vegetables and deviled eggs) • Prepare forcemeats
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • How to Identify types of sandwiches appetizers and hors d'oeuvres • How to prepare types of sandwiches, appetizers, and hors d'oeuvres 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Present sandwiches, appetizers, and hors d'oeuvres

<p>Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 5 Overview</p>	
<p>Content Area: Culinary Arts</p>	
<p>Unit Title: Fruit and Vegetables</p>	
<p>Target Course/Grade Level: 11-12</p>	
<p>Unit Summary: An exploration of how the steps involved in the selection, storage, preparation and serving of fruits and vegetables.</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Language Arts Literacy- Reading Cookbooks • Mathematics- Measurement, fractions, temperature/heat • Science- effects of heat on a substance 	
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> • Link http://www.state.nj.us/education/cccs/2014/career/ • Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment • 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 	
<p>Learning Targets</p>	
<p>CPI #</p>	<p>Cumulative Progress Indicators (CPI) for Unit</p>

9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.		
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.		
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in		
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.		
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities		
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations		
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance		
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services		
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.		
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.		
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.		
9.4.12.DC.4	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.		
9.4.12.TL.1	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do we Identify types of fruits and vegetables? ● How do we store fruits and </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings:</p> <p>Understand the cooking of fruits and vegetables</p> <p>Understand the serving of fruits and vegetables</p> </td> </tr> </table>		<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do we Identify types of fruits and vegetables? ● How do we store fruits and 	<p>Unit Enduring Understandings:</p> <p>Understand the cooking of fruits and vegetables</p> <p>Understand the serving of fruits and vegetables</p>
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<p>vegetables ?</p> <ul style="list-style-type: none"> • How do we prepare fruits and vegetables? 	<ul style="list-style-type: none"> • Identify growing methods used in agriculture today. • Evaluate the advantages and disadvantages of organics • Identify contracting concerns with local sourcing. • Convert recipe yields based on production. • Identify concerns in organic farming. • Interpret contract terminology for local sourcing. • Identify composting life cycle.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • How to select fruits and vegetables • How to prepare fruits and vegetables • How to present fruits and vegetables 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Prepare, cook, and serve fruits and vegetables

<p>Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 6 Overview</p>
<p>Content Area: Culinary Arts</p>
<p>Unit Title: Grains, legumes, and pastas</p>
<p>Target Course/Grade Level: 11-12</p>
<p>Unit Summary: An exploration of how does cooking affect grains, legumes and pastas.</p>
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Language Arts Literacy- Reading Cookbooks • Mathematics- Measurement, fractions, temperature/heat • Science- effects of heat on a substance

21st Century Themes, Skills, and Standards:

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- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
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Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
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9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
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9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
Unit Enduring Questions: <ul style="list-style-type: none"> ● How do you process grains? ● How do you select and store grains? ● How do you prepare grains? ● How do you present grains? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Understand the processing of grains ● Understand the selection and storage of grains ● Understand the preparing of grains ● Understand the presenting of grains
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> ● How to Identify legumes ● How to Select and store legumes ● How to Prepare legumes ● How to Present legumes ● How to Identify types of pasta ● How to Prepare pasta ● How to Present pasta 	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none"> ● Identify legumes and pasta ● Select legumes and pasta ● Prepare legumes and pasta ● Present legumes and pasta

Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 7 Overview
Content Area: Culinary Arts
Unit Title: Stocks, Sauces and Soups
Target Course/Grade Level: 11-12
Unit Summary: An exploration of stocks, sauces, and soups
Interdisciplinary Connections: <ul style="list-style-type: none"> ● Language Arts Literacy- Reading Cookbooks ● Mathematics- Measurement, fractions, temperature/heat

- Science- effects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
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9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance

9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CI.1	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.DC.4	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Why are stocks, sauces and soups a cornerstone of culinary arts? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Identify basic ingredients in stocks ● Identify stocks ● Prepare and store stocks ● Use stocks ● Select appropriate thicken and finishing techniques based on cooking method, quantity being produced, cost consideration.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to Identify basic ingredients for sauces ● How to Prepare thickeners for sauces ● How to Identify types of sauces ● How to Prepare and store sauces 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Identify, prepare and present soups, stocks, and sauces. ● Derive leading secondary sauces for the mother sauces. ● Build derivative sauces with an understanding of the ingredients necessary to create a classical named sauce.

<ul style="list-style-type: none"> ● How to Present sauces ● How to Identify types of soups ● How to Prepare soups ● How to Reheat and serve soups ● How to Garnish soups 	<ul style="list-style-type: none"> ● Identify commonly used finishing techniques and their specific uses in sauce and soup making. <ul style="list-style-type: none"> ● Utilize kitchen scraps in unique ways to minimize waste. ● Demonstrate through practical application the preparation of the three basic stocks, the leading secondary sauces, the five mother sauces, derivative sauces, nontraditional sauces and the use of a remouillage. ● Apply proper finishing techniques.
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<p>Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 8 Overview</p>
<p>Content Area: Culinary Arts</p>
<p>Unit Title: Fish and Shellfish</p>
<p>Target Course/Grade Level: 11-12</p>
<p>Unit Summary: An exploration of how to cook using fish and shellfish.</p>
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Language Arts Literacy- Reading Cookbooks ● Mathematics- Measurement, fractions, temperature/heat ● Science- effects of heat on a substance
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CI.1	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

<p>9.4.12.DC.7</p>	<p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</p>
<p>9.4.12.GCA.1</p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.</p>
<p>Unit Enduring Questions: How will the different cooking mediums affect the final fish/shellfish presentation?</p>	<p>Unit Enduring Understandings: Identify the basic types of fish Select and store fish Prepare fish Match cooking methods to fish Identify basic types of shellfish Receive/store shellfish Prepare shellfish Match cooking methods to shellfish</p>
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The basic types of fish ● How to prepare and store fish ● How to cook fish properly 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Identify fish ● Select and store fish ● Prepare fish ● Cook fish

**Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum
Unit 9 Overview**

Content Area: Culinary Arts

Unit Title: Meats and Poultry

Target Course/Grade Level: 11-12

Unit Summary:

An exploration of using meats and poultry while cooking.

Interdisciplinary Connections:

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- affects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in

9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.3	9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.IML.5	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.
<p>Unit Enduring Questions: What is the best method for cooking a particular cut of meat or poultry?</p>	<p>Unit Enduring Understandings: Understand meat inspection and grading Understand how to receive and store meat Understand poultry inspection and grading Identify various types and forms of poultry Prepare and serve poultry</p>

<p>Unit Objectives: <i>Students will know....</i> How to identify various types and cuts of meats</p> <ul style="list-style-type: none"> ● How to Prepare meat for cooking ● How to prepare and serve poultry 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Receive and store meat ● Identify various forms of meat and poultry ● Prepare and serve meat and poultry
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<p>Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 10 Overview</p>
<p>Content Area: Culinary Arts</p>
<p>Unit Title: Working in a Restaurant</p>
<p>Target Course/Grade Level: 11-12</p>
<p>Unit Summary: An exploration of what it is like to work in a restaurant.</p>
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Language Arts Literacy- Reading Cookbooks ● Mathematics- Measurement, fractions, temperature/heat ● Science- effects of heat on a substance
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CT.1	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.DC.1	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.IML.8	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
<p>Unit Enduring Questions: What are some of the responsibilities of staff that do not cook the food in a restaurant?</p>	<p>Unit Enduring Understandings: Identify restaurant personnel Work the front door Greet and meet diners Identify serviceware Clean service utensils Identify styles of service Serve guests Handle customer complaints Handle problems</p>
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Restaurant personnel ● Which individuals perform which services in a restaurant ● How to identify serviceware 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Understand what individuals do in a restaurant who are not the cooks ● Identify styles of service ● Serve guests ● Handle customer complaints

<p>Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 11 Overview</p>
<p>Content Area: Culinary Arts</p>
<p>Unit Title: Menus</p>
<p>Target Course/Grade Level: 11-12</p>
<p>Unit Summary: A deep dive into menus.</p>

Interdisciplinary Connections:

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- affects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.

9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CT.1	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.DC.3	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
9.4.12.IML.2	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.3	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
<p>Unit Enduring Questions: How is the best way to present your product in a menu format?</p>	<p>Unit Enduring Understandings: Understand the purpose of a menu Identify types of menus Plan the menu</p>
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to Organize/design a menu ● How to Identify factors that influence menu prices ● How to Understand menu-pricing methods ● How to Make a menu-pricing decision 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Organize and design a menu ● Be able to price a menu

**Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum
Unit 12 Overview**

Content Area: Culinary Arts

Unit Title: Nutrition

Target Course/Grade Level: 11-12

Unit Summary:

Students will take a look at nutrition.

Interdisciplinary Connections:

- Language Arts Literacy- Reading Cookbooks
- Mathematics- Measurement, fractions, temperature/heat
- Science- affects of heat on a substance

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CT.2	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.DC.7	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
9.4.12.IML.5	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can food be made to taste good and still be good for you? 	<p>Unit Enduring Understandings:</p> <p>Understand the importance of nutrition</p> <p>Understand nutrition information</p>
<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to use the language of nutrition ● Preparation techniques ● Use portioning and presentation techniques 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Understand healthy nutritional options ● Create nutritious food\ ● Understand how to use portion control

Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Unit 13 Overview	
Content Area: Culinary Arts	
Unit Title: The Business of a Restaurant	
Target Course/Grade Level: 11-12	
Unit Summary: Students will explore what it means to open a restaurant and run the day-to-day operations.	
Interdisciplinary Connections: <ul style="list-style-type: none"> ● Language Arts Literacy- Reading Cookbooks ● Mathematics- Measurement, fractions, temperature/heat ● Science- effects of heat on a substance 	
21st Century Themes, Skills, and Standards: <ul style="list-style-type: none"> ● Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of PowerPoints, webinars, use of cooking equipment ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 	
Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
9.3.HT-RFB.1	9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
9.3.HT-RFB.2	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

9.3.HT-RFB.3	9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in
9.3.HT-RFB.4	9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.5	9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
9.3.HT-RFB.6	9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations
9.3.HT-RFB.7	9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance
9.3.HT-RFB.8	9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest services
9.3.HT-RFB.9	9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
9.4.12.CT.3	9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CT.4	9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.IML.2	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.7	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
9.4.12.TL.4	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

<p>Unit Enduring Questions: What would the most difficult aspect be of owning your own restaurant?</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Understand what it takes to run your own restaurant
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● About saving and investing towards a restaurant ● How to consider the local economy ● What goes into planning to open and run a business. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Discuss and think about factors involved in opening a restaurant ● Plan a location and menu for an imaginary restaurant ● Provide an overview of costs

<p>Lower Cape May Regional School District (Advanced Culinary Arts) Curriculum Evidence of Learning</p>
<p>Specific Formative Assessments Utilized in Daily Lessons: Define vocabulary terms Participation in lecture/guided discussion Lab experience with recipes Teacher observation</p>
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> ● Tests ● Benchmarks ● Labs
<p>Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups ● Modified Assignments ● Differentiated Instruction ● Response to Intervention (www.help4teachers.com)

- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

Project-based Learning Tasks:

- Labs/ Cooking experiences

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:

- Students must engage in technology applications integrated throughout the curriculum.

Resources:

- Applicable Culinary Arts textbook, resources used in cooking activities, and live presentations

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the

	products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.

<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p>Curriculum development Resources/Instructional Materials:</p>	
<p>N/A</p>	
<p>Board of Education Approved Text(s)</p>	
<ul style="list-style-type: none"> ● Culinary Arts textbook 	

