



**Family and Consumer Science Foods 4
Culinary Arts
Grade 12
June 2022 Revised**

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*This curriculum may be modified through varying techniques, strategies,
and materials as per an individual student's Individualized Educational
Plan (IEP)*

**Approved by the Wayne Township Board of Education at the regular
meeting held on July 15, 2021**

Wayne School District

Curriculum Format

Content Area/ Grade Level/ Course:	Family Consumer Sciences Grade: 12 Foods 4 - Culinary Arts This 4th year course is designed for the advanced foods student who has taken Foods 1, 2, and 3 prerequisites. The course will provide the advanced foods student an opportunity to explore the food service industry. Students will learn about food & kitchen safety and sanitation, food service management & Standards and Regulation, food preparation & marketing for special occasions and possible employment opportunities within the food service industry.
Unit Plan Title:	Unit 1: Safety and Sanitation
Time Frame	8 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra

New Jersey Student Learning Standards 21st Century Life and Careers

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

In this unit students will learn about kitchen sanitation practices needed to prevent food contamination including The Danger Zone (time/temperature range), preventing cross contamination, personal sanitation practices to follow to ensure food safety and personal wellness. In this unit the students will also learn the causes, symptoms and treatment of foodborne illnesses. Students will also be able to identify common kitchen accidents and practices to follow for their prevention.

Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJLSA.R4.

8.2 Design Thinking

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4 Life Literacies and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology

Essential Questions

- Why is safety and sanitation important in the home and in the foods lab?
- Why should proper cleaning and sanitizing procedures be identified and practiced?
- What are the proper uses of kitchen tools, utensils and appliances?
- What are the fire and equipment safety rules?
- Why is good personal hygiene necessary to a safe workplace?

Enduring Understandings

- Safety and sanitation is as important as knowing how to prepare food in a kitchen.
- Burns and fires, falls, cuts, electric shock and fires, poisoning can be prevented
- There are several acceptable methods for extinguishing fires
- Improper personal and kitchen sanitation can lead to illness.
- Proper food handling techniques are necessary to prevent illness.

**Content Area/ Grade
Level/ Course:**

Family Consumer Sciences
Grade: 12

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Unit Plan Title:	Unit 2: Foodservice Management & Standards and Regulation
Time Frame	8 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra

***New Jersey Student Learning Standards
21st Century Life and Careers***

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Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

This unit focuses on the qualities of an effective manager, including cost control, decision making and problem solving. Students will learn about how to manage time and human resources within a foodservice operation. They will also learn about food service safety and sanitation standards and regulations.

Standard Numbers

- 8.2 Design Thinking**
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 9.2 Career Awareness, Exploration, Preparation, and Training**
- 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans)

9.3 Career and Technical Education - Pathway: Food Products and Processing Systems (AG-FD)

- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
- 9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- 9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.
- 9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.

9.4 Life, Literacy and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition
- 9.4.12.CT.1: Identify problem solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capabilities and utility for accomplishing a specified task
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

Intended Outcomes - {Essential Questions}

- What are the qualities of an effective manager?
- How do I manage time and human resources within a foodservice operation?
- How does the foodservice manager implement cost control techniques?
- As a manager, what duties are involved in employee selection, training, mentoring, evaluation and supervision?

- What safety and sanitation guidelines do I need to follow in a foodservice operation?

Enduring Understandings

- The duties of the foodservice manager includes employee selection, training, mentoring, evaluation and supervision.
- Managing time and human resources are essential to the efficiency of a foodservice operation.
- Safety and sanitation practices are regulated and must be followed in a foodservice operation.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
x	Global Awareness	e t	Creativity and Innovation
x	Environmental Literacy	eta	Critical Thinking and Problem Solving
x	Health Literacy	e	Communication
	Civic Literacy	e	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

- The qualities of an effective manager
- How to manage time and human resources within a foodservice operation.
- What the foodservice manager’s role is in implementing cost control techniques.
- The foodservice manager’s role in employee selection, training, mentoring, supervision and evaluation.
- Workplace safety and sanitation guidelines

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

<i>Activities</i>	<ul style="list-style-type: none"> • Tests and quizzes • Food Labs • Written workbook pages and in class assignments • practical projects- including prep, production and presentation
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Textbook based on skill level • Craft additional prompts to support reading and writing comprehension and extension • Additional readings and resources provided for support and extension • Guided reading questions • Flexible groups based on formative assessment or student choice • One:One conferring with teacher • Choice of reading, when appropriate • Differentiated checklists and rubrics (if appropriate) • Level of independence • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students

Resources

- Videos/DVDs
- Johnson and Wales University. *Culinary Essentials*. McGraw-Hill, 2010
- The National Restaurant Association. *ServSafe CourseBook 6th edition*. Prentice Hall, 2014
- Largen, Velda L, Bence, Deborah L *Guide to Good Food*. Goodheart-Willcox Company, Inc, 2012
- National Restaurant Association, *Foundations of Restaurant Management & Culinary Arts*, 2nd Edition, Level 1, 2018
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Content Area/ Grade Level/ Course:	Family Consumer Sciences Grades: 11-12 Foods 4 - Culinary Arts This 4th year course is designed for the advanced foods student who has taken Foods 1, 2, and 3 prerequisites. The course will provide the advanced foods student an opportunity to explore the food service industry. Students will learn about food & kitchen safety and sanitation, food service management & Standards and Regulation, food preparation & marketing for special occasions and possible employment opportunities within the food service industry.
Unit Plan Title:	Unit 3: Food Preparation & Marketing
Time Frame	8 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra

New Jersey Student Learning Standards

21st Century Life and Careers

Career Ready Practices

- CRP1- Act as a responsible contributing citizen and employee
- CRP2 - Apply appropriate academic and technical skills
- CRP4 - Communicate clearly and effectively and with reason
- CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 - Use technology to enhance productivity

Unit Overview

This unit focuses on food planning, preparation, the purpose of marketing and how to analyze location, customer base, competition and trends to develop a marketing strategy. It will also focus on identifying nutritious meals and the preparation methods used to cook, store and prepare them. Utilize the parts of a standardized recipe, portion control and calculation of food costs. Students would also research and create different types of menus used by various food service establishments as well as contrast the competitor's pricing method with the psychological method of pricing.

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8.2 Design Thinking

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9.2 Career Awareness, Exploration, Preparation, and Training

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9.3 Career and Technical Education - Pathway: Food Products and 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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9.4 Life, Literacy and Key Skills

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[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

Intended Outcomes - {Essential Questions}

- What is the purpose of marketing?
- Why should I take location, customer base, competition and trends to develop a marketing strategy

- What are the elements involved in public relations?
- What role does following a standardized recipe play in maintaining product consistency?
- How do I calculate unit cost, yield percentage, percentage of shrinkage and cost per person?

Enduring Understandings

- Explain the purpose of marketing
- Analyze location, customer base, competition and trends to develop a marketing strategy.
- Describe how positioning, atmosphere and customer needs influence marketing.
- Summarize the elements involved in public relations
- How a standardized recipe is formatted and the role it plays in maintaining product consistency.

Check all that apply.
21st Century Themes *Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*
21st Century Skills

	Global Awareness	ETA	Creativity and Innovation
	Environmental Literacy	ETA	Critical Thinking and Problem Solving
	Health Literacy	ETA	Communication
	Civic Literacy	ETA	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- The purpose of marketing and how location, customer base, competition and trends are used to develop a marketing strategy.
- How positioning, atmosphere and customer needs influences marketing.
- What is public relations and what elements are involved in foodservice marketing
- Explain the role that standardized recipes lay in maintaining product consistency.
- Describe the parts of a standardized recipe.
- Describe methods of portion control and why it is important.
- Calculate unit cost, yield percentage, percentage shrinkage and cost per portion.
- Complete a recipe costing form.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Written Assignments
- Class Participation
- Discussions
- Teacher Observations
- Foods Labs
- Tests
- Quizzes
- Exit Tickets

Teaching and Learning Activities

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Physical demonstration of food planning, staging, and preparing foods. ● Written assessments in the form of assignments, projects, tests, and research. ● Participation in group presentations and food labs
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Textbook based on skill level ● Craft additional prompts to support reading and writing comprehension and extension ● Additional readings and resources provided for support and extension ● Guided reading questions ● Flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of reading, when appropriate ● Differentiated checklists and rubrics (if appropriate) ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

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<p>Unit Plan Title:</p>	<p>Unit 4: Food Service Industry Careers</p>
<p>Time Frame</p>	<p>8 weeks</p>

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra

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Unit Overview

This unit focuses on careers within the Food Service Industry. This will include information, food labs as well as demonstrations of various situations that would broaden a students ability to join the workforce. Students will focus on effective communication, customer service, employability skills and food service careers.

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Intended Outcomes - {Essential Questions}

- What kinds of jobs/careers are available in the food service industry?
- What qualities make you successful in the food service industry?

Enduring Understandings

- Demonstrating leadership and collaborative skills are beneficial to succeeding in food service industry
- There are many employment opportunities and careers available in the food service industry.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Themes		21st Century Skills	
X	Global Awareness	ETA	Creativity and Innovation
	Environmental Literacy	ETA	Critical Thinking and Problem Solving
X	Health Literacy	ETA	Communication
	Civic Literacy	ETA	Collaboration

X

**Financial, Economic,
Business, and
Entrepreneurial
Literacy**

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will know

- Jobs and careers are available in the food service industry
- Employability skills, communication, customer service are necessary in food service careers

Students will understand

- How to research careers within the food service industry
- That effective communication and customer service skills will increase success in the food service industry

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an

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- Written Assignments
- Class Participation
- Discussions
- Teacher Observations
- Foods Labs
- Tests
- Quizzes
- Exit Tickets

Teaching and Learning Activities

Activities

- Physical demonstration of food planning, staging, and preparing foods.
- Written assessments in the form of assignments, projects, tests, and research.
- Participation in group presentations and food labs

*Differentiation
Strategies*

- Textbook based on skill level
- Craft additional prompts to support reading and writing comprehension and extension
- Additional readings and resources provided for support and extension
- Guided reading questions
- Flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of reading, when appropriate
- Differentiated checklists and rubrics (if appropriate)
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
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