

DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

EAGLE ENTERPRISES – PHILOSOPHY

To assure that students, as a result of their experiences in Eagle Enterprises, will demonstrate transferrable skills, knowledge, & attributes for successful life management, employment, career development, post-secondary educational opportunities, & life-long learning.

STATEMENT OF PURPOSE

Eagle Enterprises: Food Service Exploration explores the competencies, characteristics, and employment skills needed for future employment in a multitude of job industries. Food Service Exploration is aligned with Common Career Technical Core which incorporates an overarching set of Career Ready Practices that apply to all programs of study. Career Ready Practices (CRP) describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. CRP should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Career Ready Practices include:

1. **Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and longterm consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
2. **Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
3. **Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career ready individuals also take regular action to contribute to their personal financial well-being, understanding

that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. **Communicate clearly, effectively and with reason.** Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/ or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. **Consider the environmental, social and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. **Demonstrate creativity and innovation.** Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. **Employ valid and reliable research strategies.** Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. **Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. **Plan education and career path aligned to personal goals.** Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. **Use technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. **Work productively in teams while using cultural/global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objectives and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below

Unit Name: Food Preparation, Production, & Sanitation
Author: Sean Coyle

UNIT

Subject: **Food Service Exploration**
Course/Grade: **9-12**
School: **Egg Harbor Township High School**

Country: **USA**
State/Group: **NJ**

UNIT SUMMARY

This unit will focus on the safe preparation & production of food items for our sale during our morning class rotation.

UNIT RESOURCES

Internet Resource Links:

- <http://www.publix.com/pharmacy-wellness/wellness/food-safety/food-safety-preparation>
- <http://tna.europarchive.org/20150624093026/>
- www.thegrid.org.uk/learning/hwb/healthy_eating/.../food_hyg_adv_v2_11.07.08.pdf
- <https://www.umass.edu/safefoodfarm2kid/sites/default/themes/Farm2School/pdfs/TranscriptsUnit3.pdf>
- <http://www.food.gov.uk/business-industry/caterers/food-hygiene/schoolfood>
- <http://Foodsafety.gov>

STAGE ONE

GOALS AND STANDARDS

9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completing of a CTE Program of Study.

- **(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.3) Select and process food products for storage, distribution and consumption.**
- **(9.3.12.AG-HT.2) Demonstrate safety and sanitation procedures in food and beverage service facilities.**
- **(9.3.12.AG-HT.8) Implement standard operation procedures related to food and beverage production and guest service.**
- **(9.3.12.AG-HT.10) Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.**
- **(9.3.12.MN-HSE.1) Demonstrate the safe use of manufacturing equipment.**
- **(9.3.12.MN-HSE.2) Develop safety plans for production processes that meet health, safety and environmental standards.**
- **(9.3.12.MN-HSE.3) Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.**

- (9.3.12.MN-LOG.2) Demonstrate proper handling of products and materials in a manufacturing facility.
- (9.3.12.MN-PPD.1) Produce quality products that meet manufacturing standards and exceed customer satisfaction.
- (9.3.12.MN-PPD.3) Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.
- (9.3.12.MN-PPD.5) Develop procedures to create products that meet customer needs.
- (9.3.12.MN-PRO.4) Coordinate work teams when producing products to enhance production process and performance.
- (9.3.12.MN-PRO.5) Demonstrate the safe use of manufacturing equipment.

ENDURING UNDERSTANDINGS

After completion of the unit, students will understand:

- The process of handling & preparing perishable food items.
- Why sanitation is such an important part of any work area or facility.
- How effective communication is needed for a successful work environment.
- The appropriate procedures for handling perishable food items within the kitchen.
- The importance of time management when completing task(s).
- The safety precautions and procedures needs for working in a commercial kitchen.

ESSENTIAL QUESTIONS

- What are some steps that I can take to ensure that my work space is neat & organized?
- Why is it important to store food products at the appropriate temperature?
- How can I communicate with a classmate that I may not see eye-to-eye with?
- Why is it important to take pride in your work?
- What could happen if you're negligent while working with cooking equipment?
- What are some examples of effective communication between coworkers?
- What can I do to ensure that I am safely using cooking equipment?
- What could happen to our food products if we do not practice proper sanitation techniques?

KNOWLEDGE AND SKILLS

Students will be able to:

- Safely process and store food products.
- Properly keep their work station sanitized.
- Effectively communicate with coworkers when working in teams.
- Properly handle & prepare perishable food items within the kitchen.
- Produce a quality product in the time allotted.
- Safely use cooking equipment & utensils,

STAGE TWO

PERFORMANCE TASKS

- Direct Instruction
- Small Group Discussion
- Cooperative Learning
- Demonstration of Cooking & Blending Techniques
- Modeling
- Hands-On Tasks
- Task-Analysis of Processes.

OTHER EVIDENCE

- Daily Work Behavior Checklist
- Weekly Job Performance Rubric
- Product Evaluations
- Efficient & Effective Team Participation
- Quarterly Test

STAGE THREE

LEARNING ACTIVITIES (Hands-On)

- The process of using the grill to prepare and manufacture food items.
- The process of packaging, storing, & refrigerating food items.
- The process of cleaning, cutting, and refrigerating fresh produce.
- The process of blending & juicing produce into pre-made containers
- The process of cleaning & sanitizing the work stations & the work place.

Unit Name: Fire Safety, First Aid & Workplace Safety
Author: Sean Coyle

UNIT

Subject: **Food Services Exploration**
Course/Grade: **9-12**
School: **Egg Harbor Township High School**

Country: **USA**
State/Group: **NJ**

UNIT SUMMARY

This unit will focus on the safe use of kitchen equipment as well as first aid & fire safety procedures.

UNIT RESOURCES

Internet Resource Links:

- <http://www.nfpa.org/>
- <http://www.tdi.texas.gov/pubs/sfmo/fmcurrguidehea.pdf>
- <http://www.mingerfoundation.org/projects/fire-safety-info/guide-to-teaching/>
- <https://www.youtube.com/watch?v=BLjoWjCrDqg>
- <http://www.redcross.org/take-a-class/school-programs>
- http://www.lessoncorner.com/Health/Medicine/First_Aid
- http://youngworkers.org/wp-content/uploads/2010/02/Talking_Safety_CA.pdf

STAE ONE**GOALS AND STANDARDS**

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

- (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.HT.5) – Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
- (9.3.12.HT-RFB.2) – Demonstrate safety and sanitation procedures in food and beverage service facilities.
- (9.3.12.MN.3) – Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.
- (9.3.12.MN-HSE. 1) – Demonstrate the safe use of manufacturing equipment.
- (9.3.12.MN-HSE. 2) – Develop safety plans for production processes that meet health, safety, and environmental standards.
- (9.3.12.MN-HSE. 3) – Demonstrate a safety inspection process to assure health and safe manufacturing environment.
- (9.3.12.MN-HSE. 4) – Evaluate a system of health, safety, and/or environmental programs, projects, policies or procedures to determine compliance.
- (9.3.12.MN-HSE. 5) – Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practice.
- (9.3.12.MN-LOG. 3) – Develop a safety inspection process to assure a healthy and safe manufacturing facility.
- (9.3.12.MN-PPD. 3) – Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe productions and products.
- (9.3.12.MN-PRO. 1) – Diagnose production process problems and take corrective action to meet production quality standards.
- (9.3.12.MN-PRO. 2) – Manage safe and healthy production working conditions and environmental risks.
- (9.3.12.MN-PRO. 3) – Make continuous improvement recommendations based on results of production process audits and inspections.
- (9.3.12.MN-PRO. 5) – Demonstrate the safe use of manufacturing equipment.
- (9.3.12.MN-QA .1) – Evaluate production operations for product and process quality.
- (9.3.12.MN-QA .2) – Recommend and implement continuous improvement in manufacturing processes.
- (9.3.12.MN-QA .5) – Perform safety inspections and training to ensure a safe and health work place.

ENDURING UNDERSTANDINGS

After completion of the unit, students will understand

- How to identify possible workplace safety issues.
- The process for using fire safety equipment and emergency procedures.
- The importance for implementing kitchen safety rules and guidelines.
- The proper way to safely use and store sharp kitchen utensils.
- The conditions and practices that promote safe food handling.
- The first aid process for treating cuts, scrapes and burns.

ESSENTIAL QUESTIONS

- How can we act safely in the kitchen to prevent accidents?
- What are safety pre-cautions to take with kitchen tools and equipment?
- How can you prevent illness in a kitchen environment?
- Why is sanitation important when preparing food for yourself and other people?
- How can you practice safety in the kitchen?
- Why does an emphasis need to be put on safety when preparing food in the kitchen?
- What are the steps in taking care of cuts, scrapes and burns?

KNOWLEDGE AND SKILLS

Students will be able to:

- Identify any hazardous or safety concerns while working.
- Properly initiate any and all safety procedures as needed.
- Effectively communicate with co-workers when a safety issues arises.
- Properly handle any and all kitchen utensils & materials.
- Understand the steps needed to treat cuts, scrapes and burns.

STAGE TWO

PERFORMANCE TASKS

- Direct Instruction
- Small Group Discussion
- Cooperative Learning
- Demonstration of Cooking & Blending Techniques
- Modeling
- Hands-On Tasks
- Task-Analysis of Processes

STAGE THREE

LEARNING ACTIVITIES (Hands-On)

- The process for using fire safety equipment and implementing emergency procedures.
- The process for using a first aid kit in order to treat for minor cuts or burns.
- The process for identifying possible hazards and safety concerns.
- The process of eliminating any food borne illnesses through safety & sanitation protocols.
- The process for handling all utensils and manufacturing equipment.

Unit Name: School Breakfast & Lunch System
Author: Sean Coyle

UNIT

Subject: **Food Service Exploration**
Course/Grade: **9-12**
School: **Egg Harbor Township High School**

Country: **USA**
State/Group: **NJ**

UNIT SUMMARY

This unit will focus on the assembly and production of our bagged breakfast program and daily lunch menu offerings.

UNIT RESOURCES

Internet Resource Links:

- <http://www.careeronestop.org/findtraining/types/short-term.aspx>
- <http://youth.gov/youth-topics/youth-employment/career-exploration-and-skill-development>
- http://www.focushope.edu/page.aspx?content_id=2&content_type=level1
- <http://projectsearch.us/OurProgram/HighSchoolTransition.aspx>
- <http://www.state.nj.us/nj/education/students/career/>
- <http://www.viscardicenter.org/services/job-vocational-training.html?referrer=https://www.google.com/>
- <http://careersforpeoplewithdisabilities.org/services-programs/high-school-transition-program/>
- <http://www.goodwill.org/training-and-work-opportunities-for-goodwill-programs/>

STAGE ONE

GOALS AND STANDARDS

9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completing of a CTE Program of Study.

- **(9.3.12.AG-FD.3) Select and process food products for storage, distribution and consumption.**
- **(9.3.12.HT-RFB.2) Demonstrate safety and sanitation procedures in food and beverage facilities.**
- **(9.3.12.HT-RFB.4) Demonstrate leadership qualities and collaboration with others.**
- **(9.3.12.HT-RFB.7) Utilize technical resources for food services and beverage operations to update or**

enhance present practice.

- (9.3.12.HT-RFB.8) Implement standard operating procedures related to food and beverage production and guest service.
- (9.3.12.MN.3) Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.
- (9.3.12.MN-HSE.1) Demonstrate the safe use of manufacturing equipment
- (9.3.12.MN-HSE.3) Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.
- (9.3.12.MN-LOG.2) Demonstrate proper handling of products and materials in a manufacturing facility.
- (9.3.12.MN-LOG.4) Manage inventory using logistics and control processes and procedures.
- (9.3.12.MN-PPD.1) Produce quality products that meet manufacturing standards and exceed customer satisfaction.
- (9.3.12.MN-PPD.4) Implement continuous improvement process in order to maintain quality within manufacturing production.
- (9.3.12.MN-PRO.1) Diagnose production process problems and take corrective action to meet production quality standards.
- (9.3.12.MN-PRO.3) Make continuous improvement recommendations based on results of production process audits and inspections.
- (9.3.12.MN-PRO.4) Coordinate work teams when producing products to enhance production process and performance.
- (9.3.12.MN-PRO.5) Demonstrate the safe use of manufacturing equipment.
- (9.3.12.MN-QA.1) Evaluate production operations for product and process quality.
- (9.3.12.MN-QA.2) Recommend and implement continuous improvement in manufacturing process.
- (9.3.12.MN-QA.3) Coordinate work teams to create a product that meets quality assurance standards.
- (9.3.12.MN-QA.6) Implement continuous improvement processes to maintain quality products.

ENDURING UNDERSTANDINGS

After completion of the unit, students will understand:

- The importance of following safety guidelines in a manufacturing facility.
- How important effective collaboration is between co-workers.
- Why a structured manufacturing process improved production.
- The appropriate procedures for handling manufacturing equipment.
- Why it is important to always safely inspect our work environment.
- The need to produce quality work in a timely manner.
- That working as a team will enable them to reach their individual goals.
- That work behaviors can have an impact of job performance.

ESSENTIAL QUESTIONS

- What qualities do employers look for in their employees?
- Why do I need to get along with my co-workers?
- What skills are transferrable between careers and trends of employment?
- Why is it important to work collaboratively?

- How do my professionalism and work ethics effect my employment?
- How am I able to be successful in the work place?
- How can I continue to grow and improve as an employee?
- How can I continue to become a better co-worker?

KNOWLEDGE AND SKILLS

Students will be able to:

- How to describe proper work place behaviors.
- Identify and develop the skills that employers look for in employees.
- Understand how a positive attitude and enthusiasm will lead to success on the job.
- Handle situations that may anger them.
- Explain why ethics are important to employers.
- Explain why controlling your anger on the job is important.
- Make continuous improvements to production to improve quality & quantity.

STAGE TWO

PERFORMANCE TASKS

- Direct Instruction
- Small Group Discussion
- Cooperative Learning
- Demonstration of Cooking & Blending Techniques
- Modeling
- Hands-On Tasks
- Task-Analysis of Processes.

OTHER EVIDENCE

- Daily Work Behavior Checklist
- Weekly Job Performance Rubric
- Product Evaluations
- Efficient & Effective Team Participation
- Quarterly Test

STAGE THREE

LEARNING ACTIVITIES (Hands-On)

- The process for using fire safety equipment and implementing emergency procedures.
- The process for using a first aid kit in order to treat for minor cuts or burns.
- The process for identifying possible hazards and safety concerns.
- The process of eliminating any food borne illnesses through safety & sanitation protocols.
- The process for handling all utensils and manufacturing equipment.

- The process of working collaboratively with co-workers in order to complete tasks.