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|  | Family and Consumer Sciences-Connecticut Understanding by Design (UbD)  Food Service Model Curriculum Unit |

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| **FCS Area of Study**  **Unit Title** | **Food Service**  **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** | **Possible**  **Course(s)**  **When during course?** | Food Service, Advanced Foods or Culinary, Advanced Baking & Pastry, Independent Study or Capstone (or any advanced course where preparation of and selling of food items occurs)  \_X\_beginning\_\_\_middle\_\_\_end |
| **Designed by** | Ms. Sue Murphy  FCS Educator | **Unit Length/**  **Time Frame**  **Grade Level:** | 10-12 90-minute (block) classes  11-12 |

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| |  | | --- | | **BIG IDEAS**  Menu planning and preparation before cooking and selling foods requires specific and fluid knowledge and skills that need to be second nature in an advanced (i.e. high school) course.  Intensive review and practice of planning the menu is essential before the preparation and sales of food products and allows for efficient work in the student kitchen. |  |  |  |  | | --- | --- | --- | | **FOCUS STANDARDS**  **CTE Standards:**  **Culinary and Food Production**  D.11. Apply menu-planning principles to develop and modify menus.  D.12. Analyze food, equipment, and supplies needed for menus.  **FCS National Standards:**  8.4.2 Apply menu-planning principles to develop and modify menus.  8.4.3 Analyze food, equipment, and supplies needed for menus.  8.4.4 Develop a variety of menu layouts, themes, and design styles.  8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.  8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.   |  | | --- | | **Common Core Standards:**  Reading  Literacy.RST.11-12.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.  Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.  Writing  Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Speaking and Listening  Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Language  Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Math  Math.HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of context. | | Math.HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems.  Math.HSA-CED .A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  Math.HSA-REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).  Math.HSF-BF.A.1 Write a function that describes a relationship between two quantities. | |  |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **ENDURING UNDERSTANDINGS:**  ***Students will understand that...***  Menus are communication tools that serve many purposes for many individuals (restaurant managers, chefs, servers, customers, etc.) and require careful and strategic planning.  Successful menu planning involves a problem-solving approach using specific knowledge and skills.  Recipe preparation and menus require proficiency in kitchen math skills, such as scaling, costing, and profit/loss analysis.  Consider the strengths of the team members when choosing or assigning job tasks can contribute to excellent work flow and a quality final product. | **ESSENTIAL QUESTIONS:**  ***Students will keep considering….***  How are menus used by restaurant personnel?  What do we need to know to create successful menus?  Why are math skills needed for successful restaurants?  What factors need to be considered in choosing recipes for a menu?  How do we decide who does what and when in the menu planning, food purchasing, kitchen prep, and serving process? | **PERFORMANCE TASKS:**  **Summative Assessments**  Lesson 3:  Mock lunch menu activity.  Lesson 6:  Menu Type Analysis activity  Lesson 7:  Menu Plan And Design Project with Presentation | | |

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| |  |  |  | | --- | --- | --- | | **Learning Task Calendar** | **Family & Consumer Sciences**  **Unit Title:**  **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** | **Designed By: Ms. Sue Murphy** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **DAY 1**  **Lesson 1**  ACTIVITY 1, INITIATION: Display the tips and concerns in menu planning and menu planning skills from last year’s class. Read and reflect on comments about menu planning from previous years’ class. Discuss in pairs then as a whole class group.  DOK 1  ACTIVITY 2: Using a teacher created checklist, individually complete strengths and weaknesses checklist and then, as a class group, compile class statistics based on the individual results on one larger checklist.  DOK 1  ACTIVITY 3: In small teams, analyze the statistics by creating a variety of graphs that students decide will help to illustrate the statistics, discuss and come to some conclusions about needed review topics, based on the graph data.  DOK 3  ACTIVITY 4, CLOSURE: As a class group, student teams will suggest review activities to the teacher that target the weaknesses found. Encourage students to consider what methods of review have helped them to maintain learning in the past. Some examples might be: flashcards, online quizzes, straight math practice, peer to peer tutoring, menu writing in pairs, etc.  DOK 3 | **DAY 2**  **Lesson 2**  ACTIVITY 1, INITIATION: Project images of local fine dining and chain restaurant menus and the previous year’s culinary class menus. Compare details of quality and discuss how menus are used. Create a Venn diagram to illustrate the contrasts and comparison.  DOK 3  ACTIVITY 2: Using the Culinary Arts text, Chapter 21, and Chapter 2 in the Controlling Costs in Food Service text, complete the menu planning vocabulary definitions with visuals.  DOK 1  ACTIVITY 3, CLOSURE: Exit discussion or journal questions/answers addressing essential questions.  DOK 2 | **DAY 3**  **Lesson 3**  ACTIVITY 1 INITIATION: Teacher review of the relationship between math and menu decisions. Show visuals of the inside of family restaurants, chain restaurants, and posh hotel or casino restaurants and their menus. Discuss why prices are low or high and the factors that could contribute to them. (ex: high rent district and markup is higher.)  DOK 2  ACTIVITY 2: In pairs, complete “how to” review sheets on recipe scaling, recipe costing, retail markup and cost/profit calculations. As a class (with teacher input), share the recipes and their relationship to menu decision making practice. *See Lesson 3 How-to Worksheets.*  DOK 2  SUMMATIVE ASSESSMENTS:  (performance task)  ACTIVITY 3:  Mock lunch menu activity. A lunch recipe, cost of food items, and imagined number of lunch sales will be given to students, one per student, with the assignment of costing the product, creating an appropriate retail sales price, and analyzing the cost/profit of the sales. *See Mock Lunch Menu Activity.*  DOK 3  CLOSURE: The class, as a whole, would then create a graph of profit/loss of all the lunch products with an opportunity to relate to the essential questions.  DOK 3  **May take more than one block** | **DAY 4**  **Lesson 4**  ACTIVITY 1, INITIATION:  Teacher shows samples of various food ordering requisition sheets and then uses a blank food requisition sheet to list or demonstrate the snowball effect of mistakes. (i.e. Cannot complete the recipe properly, substitution needed, menu description of product does not match the actual food served, unhappy customers, etc.) *See Lesson 4, Food Requisition Form Blank.*  DOK 1  ACTIVITY 2: Students practice completing food ordering requisition sheets, with given recipes/menus, after teacher explains the use of the form.  DOK 2  ACTIVITY 3: Job assignment practice on a specific job assignment guideline sheet, with given menus. After teacher explains the form, students will use recipes and determine job timing and job assignments for lunch service. *See job assignment practice guidesheet.*  DOK 3  ACTIVITY 4 CLOSURE: Student teams switch completed food ordering requisition forms and job assignment guide sheets and analyze them for potential mistakes and process concerns. The analyzing could conclude with a list of specific details that might be missed, to be posted as a reminder. (Ex: remember to plan and order garnishing foods, if chopping vegetables by hand, more staff is needed on the salads)  DOK 3 | **DAY 5**  **Lesson 5:**  ACTIVITY 1, INITIATION: Teacher slideshow of a variety of menu designs and layouts with discussion on the characteristics of what is a good menu.  DOK 2  ACTIVITY 2: Text reading on menu laws, menu descriptions, and menu layout from Controlling Costs in Food Service text, Chapter 2, affecting sales. Create examples of truth in menu laws and menu layout.  DOK 1  ACTIVITY 3: Menu item description writing practice. Begin with a brainstormed list of attractive and appropriate adjectives that describe food items. Ex: wilted spinach as opposed to limp! Rewrite simple menu item descriptions into more descriptive. Use padlet or other method to share and discuss individual work later as a group and to allow for teacher comment. Individual work can be edited at this point, and be turned in for grading. *See How to Write Menu Descriptions.*  DOK 2  CLOSURE: Begin description of the purpose of and the expectations of the upcoming menu analysis project. (This will be the summative of several lessons) | | **DAY 6**  **Lesson 6**  ACTIVITY, INITIATION: Review of some of the characteristics of menus from the text work: overall layout and format, menu item descriptions, pricing, atmosphere and the brand or message communicated. Through discussion, redefine any of these characteristics.  DOK 1  SUMMATIVE ACTIVITY:  Menu Type Analysis:  Set out a variety of printed menus (about 4-8) at stations, and rotate pairs or small teams of students through the stations where they will, using the chart provided, complete a description of the characteristics. After all teams have completed their rounds at the stations, have teams pair up and compare and share notes.  CLOSURE: Individually, have students complete the journal Q/A, either via. Google classroom or any other written method. Homework as needed.  DOK 3 | **DAY 7**  **Lesson 7**  SUMMATIVE ASSESSMENT:  (performance task)  Menu plan and menu design slideshow project with prepared, oral presentation. This final work of this unit will include two student-created menu designs whose ideas have been sourced from both the menu analysis project in lesson 6, and additional research from multiple sources. Students should be able to synthesize most of the information that has been practiced for this unit by including rationale for the essential questions. See *Menu Plan and Design Project Sheet*.  DOK 4  This assessment is individual work.  DOK 4 | **DAY 8**  **Lesson 7**  SUMMATIVE ASSESSMENT:  (performance task)  Menu plan and menu design slideshow project with prepared oral presentation.  DOK 4  CONTINUED | **DAY 9**  **Lesson 7**  SUMMATIVE ASSESSMENT:  (performance task)  Menu plan and menu design slideshow project with prepared, oral presentation.  DOK 4  CONTINUED  Work on last details of sway or other presentation format project.  Share sway or other presentation format with class.  Classmates grade visual presentations with a rubric and comments. | **DAY 10**  **Lesson 7**  SUMMATIVE ASSESSMENT:  (performance task)  Menu plan and menu design slideshow project with prepared, oral presentation.  DOK 4  CONTINUED  Share sway or other presentation format with class. Classmates grade visual presentations with a rubric and comments. | | **BUFFER DAY 1**  Review kitchen math concepts, as needed, with practice tailored to the group, that semester. | **BUFFER DAY 2**  Lesson 3, more time for summative assessment on mock lunch menu activity. | **BUFFER DAY 3**  Lesson 6, more time for summative assessment on menu type analysis activity. |  |  |  |  |  |  |  | | --- | --- | --- | --- | | **Materials Needed:**   * Reliable internet access and computers with printer capability. * Introduction to Culinary Arts text, and the Controlling Costs in Food Service text, or similar. * Culinary classroom with properly equipped kitchen stations.(see Introduction to this Model FCS Curriculum Project.) * Included lesson worksheets and teacher notes with Lessons. | **Formative Assessment:**  **Lesson 1:**  Strengths and weaknesses checklist and analysis.  **Lesson 2:**  Menu quality comparison. Menu planning vocabulary. Essential questions and journal writing.  **Lesson 3:**  How-to reviews on recipe scaling, recipe costing, retail markup and cost/profit calculations.  **Lesson 4:**  Food ordering requisition sheets.  Job assignment practice.  **Lesson 5:**  Examples of truth in menu laws, and menu layouts. Menu item description writing practice.  **Lesson 6:**  Review of some of the characteristics of menus from the text work, as needed. | **Teacher Notes:**  Class sizes for this type of a course are best if kept at or below 16-18 students, dependent upon amount of kitchen stations or size of overall food lab. | **Key Terms/Vocabulary**   * **Scaling** * **Costing** * **Profit analysis** * **Standardized recipes** * **Volume cooking** * **Portion control** * **Front of the house** * **Back of the house** * **Menu planning principles** * **Menu layouts** * **Menu formats** * **Stars** * **Plowhorses** * **Puzzles** * **Dogs** * **Truth in menu laws** * **Requisition sheets** |  |  | | --- | | **Alternative Options and/or Extended Learning Options:**  **Alternative:**   * When creating menus, allow for a shorter, simpler menu with students of limited abilities. * Adjust recipe costing math to simpler recipes. * Allow students with limited ability to check off requisition sheets by finding the food items and learning about perishable vs. dry storage, etc.   **Extended:**   * Create more menu types with costing . * If available, pull last year’s class data on luncheon costs and sales, and create graphs depicting sales and profit trends, or ask a local restaurateur to come and speak about how they analyze their sales. * Create teaching tools for costing recipes that can be used with beginning culinary students or peers that need more review. |   **Resource List:**  **Texts:**  **Introduction to Culinary Arts by Jerry Gleason and The Culinary Institute of America (Pearson)**  **Chapter activities:** [**http://www.g-wlearning.com/culinaryarts/**](http://www.g-wlearning.com/culinaryarts/)  **Controlling Costs in Foodservice by Maureen Leugers (Goodheart/Wilcox)**  **Web Sites:**  [**www.youtube.com/user/CIANetwork**](http://www.youtube.com/user/CIANetwork) **Culinary Institute of America (CIA) information with hundreds of instructional videos.**  [**www.foodandbeveragetrainer.com**](http://www.foodandbeveragetrainer.com) **Blank requisition and other forms.**  [**https://newevolutiondesigns.com/25-free-restaurant-menu-templates**](https://newevolutiondesigns.com/25-free-restaurant-menu-templates) **Blank menu templates.**  [**www.sway.com**](http://www.sway.com) **to set up a sway account and for tutorials on sway presentations.** |

*UbD Unit Planner* is adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 1 | TITLE: **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** |
|  | SUBJECT: Initiation Lesson |
|  | AUTHOR: Ms. Sue Murphy and DATE: June 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | **CTE Standards:**  F25. Demonstrate quality services that meet industry standards in the foodservice industry.  **FCS National Standards:**  **Common Core Standards:**  Speaking and Listening  Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Math.HSA-CED .A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  Math.HSA-REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to reflect on comments from the previous year where peers shared concerns about comprehensive menu planning.  The students will be able to complete a self-reporting checklist of their strengths and weaknesses related to the details of menu planning skills and compile that list of all the classmates.  The students will be able to create a plan to review weaker skills for their class as a whole after analyzing the skills checklist.  The students will be able to discuss and help the teacher organize specific menu skill-based topics to review and suggest activities that would help improve those skills. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS | These students will have had experience in previous classes with the following topics: menu description writing, recipe choice, costing recipes, scaling recipes, kitchen measurement, special diet recipe choices and hands on cooking methods. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:  What do we need to know to create successful menus?  Why are math skills needed for successful restaurants?  What factors need to be considered in choosing recipes for a menu? |
| FORMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:  (learning tasks)  ACTIVITY 1, INITIATION: Read and reflect on comments about menu planning from previous years’ class. Discuss.  ACTIVITY 2: Individually complete strengths and weaknesses checklist and then together, compile class statistics based on the individual results.  ACTIVITY 3: In small teams, analyze the statistics in graph format and come to some conclusions about needed review topics.  ACTIVITY 4, CLOSURE: As a class group, suggest review activities to the teacher that target the weaknesses found. |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS: | FORMATIVE ASSESSMENTS:  (learning tasks)  ACTIVITY 1, INITIATION: Display the tips and concerns in menu planning and menu planning skills from last year’s class. Read and reflect on comments about menu planning from previous years’ class. Discuss in pairs then as a whole class group.  DOK 1  ACTIVITY 2: Using a teacher created checklist, individually complete strengths and weaknesses checklist. Then, as a class group, compile class statistics based on the individual results on one larger checklist.  DOK 1  ACTIVITY 3: In small teams, analyze the statistics by creating a variety of graphs that students decide will help to illustrate the statistics. Discuss and come to some conclusions about needed review topics, based on the graph data.  DOK 3  ACTIVITY 4, CLOSURE: As a class group, student teams will suggest review activities to the teacher that target the weaknesses found. Encourage students to consider what methods of review have helped them to maintain learning in the past. Some examples might be: flashcards, online quizzes, straight math practice, peer to peer tutoring, menu writing in pairs, etc.  DOK 3 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | ACTIVITY 1, INITIATION: Last year’s tips and concerns or if not available, a researched, teacher-create list.  ACTIVITY 2: The strengths and weaknesses checklist and a large paper or computer to generate the compiled class checklist that can be projected.  ACTIVITY 3: Paper to create and draw graphs or computers and software that can generate graphs and project for all to see.  ACTIVITY 4, CLOSURE: Access to paper to write suggestions or similar, such as google docs. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | ACTIVITY 1, INITIATION: Pairs then whole class group.  ACTIVITY 2: Individual work then whole class group.  ACTIVITY 3: Small teams.  ACTIVITY 4, CLOSURE: It is important that all class members are involved in the closure of how best to maintain learning. When they help to choose the review activities, they tend to take them more seriously going forward, as they are not all teacher dictated. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS: | An example of differentiation in this lesson, is differentiation of product in Activity 3, where students can choose the type of graph they create.  Adaptations:   * Carefully team students of lesser ability with stronger abilities, as needed. * Respect the weakness in menu planning skills of individuals and plan review activities that are accessible to all in the next lessons.   Extensions:   * If time, or if some of the team is honors level, graphs can be created with more complexity. * Also, with time and ability, some of the suggested review activities can be created by students at the end of this block, or for homework. |
| INTERDISCIPLINARY CONNECTIONS: | Math, Technical Subjects |
| TEACHER REFLECTIONS: | This beginning lesson is best if completed in one block period to keep the momentum going and to allow for actual review of topics the next class.  This initiation is crucial for team building and buy-in for all students in the group as to what the class as a whole truly needs to review before becoming more fluent in the skills needed to create successful menus. It also helps them to begin to understand the team mentality needed to get the job of this restaurant class “done,” and how they may be able to take advantage of the strengths of all members of the class to help improve their own individual skills.  The activities that students suggest in the closure part of this lesson need to be used by the teacher if they are adequate. The teacher should feel encouraged to use multiple activities and methods to target review of weaknesses in the skills.  The suggested and teacher-created review activities will be in future lessons, starting with lesson 3, and can be revisited at anytime in the course when review of specific skills is necessary. The teacher should create as many types of reviewing methods as needed for the particular groups’ understanding. |

**Food Service, Lesson 1: Strengths Activity**

*DIRECTIONS: AFTER I EXPLAIN THE CATEGORIES, ADD YOUR NAME TO THIS CHART SHARING YOUR STRENGTHS AND USE YES/NO.*

*IF YES, WRITE IN AT LEAST TWO DETAILS!*

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| STRENGTHS: | CLEANING/  SINKS TOO | ORGANIZATION OF TASKS TO GET JOBS DONE | BAKING | ENTREES | COSTING |
| NAME: |  |  |  |  |  |
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FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON 2: | TITLE: **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** |
|  | SUBJECT: Menu Planning |
|  | AUTHOR: Ms. Sue Murphy and DATE: June 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | **CTE Standards:**  D.11. Apply menu-planning principles to develop and modify menus.  F25. Demonstrate quality services that meet industry standards in the foodservice industry.  **FCS National Standards:**  8.4.2 Apply menu-planning principles to develop and modify menus.  **Common Core Standards:**  Reading  Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.  Writing  Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Language  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able read exemplar menus and compare details of quality and use to substandard menus.  The students will be able to create a written and visual representation of menu planning vocabulary. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS | The students should have some familiarity of reading menus. The students should be familiar with creating clear and detailed vocabulary definitions with pictures or other visuals.  Local restaurant or well-known chain restaurant menus can be used. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:  How are menus used by restaurant personnel?  What do we need to know to create successful menus?  What factors need to be considered in choosing recipes for a menu? |
| FORMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:  (learning tasks)  ACTIVITY 1, INITIATION: Project local and chain restaurant menus and previous year’s food service class menus to compare quality and discuss how menus are used.  ACTIVITY 2: Menu planning vocabulary definitions with visuals.  ACTIVITY 3, CLOSURE: Exit discussion or journal questions/answers addressing essential questions. |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS: | ACTIVITY 1, INITIATION: Project images of local fine dining and chain restaurant menus and the previous year’s culinary class menus to compare details of quality and discuss how menus are used. Create a venn diagram to illustrate the contrasts and comparison.  DOK 3  ACTIVITY 2: Using the Culinary Arts text, Chapter 21, and Chapter 2 in the Controlling Costs in Food Service text, complete the menu planning vocabulary definitions with visuals.  DOK 1  ACTIVITY 3, CLOSURE: Exit discussion or journal questions/answers addressing essential questions.  DOK 2 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | ACTIVITY 1, INITIATION: A computer with internet and projector capabilities. A collection of restaurant menus, online, or in paper form, a list of details of quality in menus with room for students to add their own details. A blank Venn diagram.  ACTIVITY 2: Culinary Arts text, Chapter 21 and Controlling Costs in FoodService text, Chapter 2, and Menu planning vocabulary sheet.  ACTIVITY 3, CLOSURE: Index cards for exit slips or paper or online blog to journal. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | ACTIVITY 1, INITIATION: Whole class activity to invite discussion and clarification.  ACTIVITY 2: Individual work  ACTIVITY 3, CLOSURE: Individual or small team work. |
| ADAPTATIONS & EXTENSIONS: | Adaptations:   * Carefully team students of lesser ability with stronger abilities, as needed. * Students could collect on paper or print local restaurant menus before class.   Extensions:   * Students could role play the customer or restaurant owner and analyze how specific menus would be used by the customer versus. the owner. |
| INTERDISCIPLINARY CONNECTIONS: | Marketing, English |
| TEACHER REFLECTIONS: | This lesson continues the initiation of the menu planning topics and helps students to see and realize the big picture of comprehensive menu concerns without getting into too many details at this point.  Take some time to describe what is meant by the essential questions as these students may not have prior knowledge or awareness of quality in restaurant menus. |

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| ADAPTATIONS & EXTENSIONS: | Adaptations:   * Carefully team students of lesser ability with stronger abilities, as needed. * Students could collect on paper or print local restaurant menus before class.   Extensions:   * Students could role play the customer or restaurant owner and analyze how specific menus would be used by the customer versus. the owner. |
| INTERDISCIPLINARY CONNECTIONS: | Marketing, English |
| TEACHER REFLECTIONS: | This lesson continues the initiation of the menu planning topics and helps students to see and realize the big picture of comprehensive menu concerns without getting into too many details at this point.  Take some time to describe what is meant by the essential questions as these students may not have prior knowledge or awareness of quality in restaurant menus. |

**Food Service, Lesson 2, Menu Vocabulary**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_PERIOD\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **MENU PLANNING VOCABULARY** |  |  |  |
|  | **How well do I know this word?**  **1-not at all**  **2-I’ve heard it**  **3-I’ve heard it and have some understanding**  **4-I know this word and I can use it** | **My drawing** | **Definition** |
| SCALING |  |  |  |
| COSTING |  |  |  |
| PROFIT ANALYSIS |  |  |  |
| STANDARDIZED RECIPES |  |  |  |
| VOLUME COOKING |  |  |  |
| PORTION CONTROL |  |  |  |
| FRONT OF THE HOUSE |  |  |  |
|  | **How well do I know this word?**  **1-not at all**  **2-I’ve heard it**  **3-I’ve heard it and have some understanding**  **4-I know this word and I can use it** | **My drawing** | **Definition** |
| BACK OF THE HOUSE |  |  |  |
| MENU PLANNING PRINCIPLES |  |  |  |
| MENU LAYOUTS |  |  |  |
| MENU FORMATS |  |  |  |
| STARS |  |  |  |
| PLOWHORSES |  |  |  |
|  | **How well do I know this word?**  **1-not at all**  **2-I’ve heard it**  **3-I’ve heard it and have some understanding**  **4-I know this word and I can use it** | **My drawing** | **Definition** |
| PUZZLES |  |  |  |
| DOGS |  |  |  |
| TRUTH IN MENU LAWS |  |  |  |
| REQUISITION SHEETS |  |  |  |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON 3: | TITLE: **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** |
|  | SUBJECT: Math and Menu Decisions |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | **CTE Standards:**  D.11. Apply menu-planning principles to develop and modify menus.  **FCS National Standards:**  8.4.2 Apply menu-planning principles to develop and modify menus.  8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.  **Common Core Standards:**  Reading  Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.  Math  Math.HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of context.  Math.HSF-BF.A.1 Write a function that describes a relationship between two quantities.  Math.HSA-CED .A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  Math.HSA-REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to read family diner concept and fine dining concept menus and recognize the contrasts in recipe choice, retail pricing (markup) and possible profit/loss.  The students will be able to use math skills to realize appropriate and profitable menu decisions including; recipe choice, costs, retail pricing (markup) and graph the profit/loss. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS: | The students in this advanced course, have had experience with costing a variety of recipes and have some understanding of the relationships of cost vs.retail pricing and cost/profit.  Students often need to review most of the math skills related to working with menu planning. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:  Why are math skills needed for successful restaurants?  What factors need to be considered in choosing recipes for a menu? |
| FORMATIVE AND SUMMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:  (learning tasks)  ACTIVITY 1 INITIATION: Teacher review of the relationship between math and menu decisions.  ACTIVITY 2: How to reviews on recipe scaling, recipe costing, retail markup and cost/profit calculations.  SUMMATIVE ASSESSMENTS:  (performance task)  ACTIVITY 3 AND CLOSURE: Mock lunch menu activity. |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | FORMATIVE ASSESSMENTS:  (learning tasks)  ACTIVITY 1 INITIATION: Teacher review of the relationship between math and menu decisions. Show visuals of the inside of family restaurants, chain restaurants, and posh hotel or casino restaurants and their menus. Discuss why prices are low or high and the factors that could contribute to them. (ex: high rent district and markup is higher.)  DOK 2  ACTIVITY 2: In pairs, complete “how to” review sheets on recipe scaling, recipe costing, retail markup and cost/profit calculations. As a class, with teacher input, share the recipes and their relationship to menu decision making practice. *See Lesson 3 How-to Worksheets.*  DOK 2  SUMMATIVE ASSESSMENTS:  (performance task)  ACTIVITY 3:  Mock lunch menu activity. A lunch recipe, cost of food items, and imagined number of lunch sales will be given to students, one per student, with the assignment of costing the product, creating an appropriate retail sales price, and analyzing the cost/profit of the sales. *See Mock Lunch Menu Activity.*  DOK 3  CLOSURE: The class, as a whole, would then create a graph of profit/loss of all the lunch products with an opportunity to relate to the essential questions.  DOK 3 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | ACTIVITY 1 INITIATION: Internet access and projector.  ACTIVITY 2: Review sheets.  ACTIVITY 3: Mock lunch menu activity, Computers and internet access and printer, costing sheets, texts for research.    CLOSURE: Large paper to create a graph and small white boards for students to add closing thoughts. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | ACTIVITY 1 INITIATION: Whole class hook into the mindset of a variety of restaurant environments and reasons for recipe and menu choice.  ACTIVITY 2: Work in pairs to review and assist each other.  ACTIVITY 3: Individual skill review.  CLOSURE: Whole class closure. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | An example of differentiation of product is possible with the Closure Activity where the class can decide what type of graph would best illustrate the information.  Adaptations:   * Allow students to reflect on essential questions for homework or at the beginning of the next class. * Carefully team students of lesser ability with stronger abilities, as needed. * Added discussion time might be needed to explain why some menu prices are higher and the differences between running low end vs. high end restaurants. Review of “how to” sheet instructions may be necessary. * Added homework practice might be needed.   Extensions:   * Students could create and research the cost of their own choice for the lunch recipe with the mock lunch activity. * A guest speaker, such as a restaurant owner, could be invited in to speak about the importance of the topics in this unit. |
| INTERDISCIPLINARY CONNECTIONS: | Math, Business |
| TEACHER REFLECTIONS: | If these concepts are not reviewed adequately early on in the course, the whole year could be a constant reviewing of math and menu skills, and could be very frustrating.  It should be the plan that students will review their own menus going forward for cost/profit so that they will have more relevant experience with these skills and actual know if their lunches are making money! |

**Food Service, Lesson 3 How to Practice: Scaling & Costing**

**Directions: Scale the recipe given to you.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INGREDIENT AMT. & NAME** | **DOUBLE THE RECIPE** | **TRIPLE THE RECIPE** | **CUT THE RECIPE IN HALF** | **CALCULATE FOR 100 PEOPLE** |
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**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions: Cost the recipe given to you.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| INGREDIENT USED | VOLUME PRICE OF INGREDIENT | OTHER INFO. NEEDED | USE THIS SPACE TO SHOW ANY MATH | AMOUNT OF INGRED.  **USED** | COST OF AMOUNT **USED** |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
|  |  |  |  |  | ADD IT UP! |
|  |  |  |  | TOTAL COST------- | $\_\_\_\_\_\_\_\_ |

**Food Service, Lesson 3, How to Practice: Cost Profit**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_Period\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Food Item/volume amt. of recipe** | **2.**  **Cost to make the volume amount (include to go container costs)** | **3.**  **Cost to make 1 serving** | **4.**  **Retail price charged for 1 serving** | **5.**  **Amount of food item sold X cost to make 1 serving= total cost of volume recipe** | **6.**  **Amount of food item sold X Retail price charged for 1 serving = total retail of volume recipe** | **7.**  **Total Retail Price MINUS = Total Costs =TOTAL PROFIT OF THAT FOOD ITEM** |
|  | $ | $ | $ | \_\_\_\_X $ . =  $ | \_\_\_\_X $ . =  $ | $ . MINUS $ . =  $ |
|  | $ | $ | $ | \_\_\_\_X $ . =  $ | \_\_\_\_X $ . =  $ | $ . MINUS $ . =  $ |
|  | $ | $ | $ | \_\_\_\_X $ . =  $ | \_\_\_\_X $ . =  $ | $ . MINUS $ . =  $ |
|  | $ | $ | $ | \_\_\_\_X $ . =  $ | \_\_\_\_X $ . =  $ | $ . MINUS $ . =  $ |
| **TOTALS:**  **add the columns!!** | Total Volume costs of everything: |  |  | Total Sold Costs: | Total Sold Retail: | **Total Profit on the Lunch!** |

TEACHER NOTE: Fill in the columns, 1-4, and amount of food sold, as needed, for students to practice calculating the profit. This profit only includes the cost of the food, as might be in a school setting. It does not take into consideration utility or labor costs, etc.

Use this form again, or similar, when calculating profit when selling products.

**Food Service, Lesson 3, Mock Lunch Menu Activity**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_

Directions: Complete the following assignments on the chart and have the teacher sign off on each before you do the next.

Each assignment should have its corresponding paperwork for full credit.

Staple this page to all of your paperwork when you hand in this activity.

|  |  |
| --- | --- |
| ASSIGNMENT | SIGNED OFF BY  STUDENT & TEACHER |
| 1.Research & decide on lunch entree recipe, print or write. |  |
| 2. Scale recipe for 20 servings, on a copy of the recipe. |  |
| 3. Calculate cost of recipe for 1 serving on costing sheet. |  |
| 4. Decide on a retail price for 1 serving, with a written rationale.(check the Controlling Costs in Foodservice text) |  |
| 5. Create a detailed job task list to prepare this lunch for service, with timing to start and finish in 1-2 block class periods, with 6 staff members available to you. |  |
| 6. Calculate profit if 15 entrees are sold at the retail price, using cost/profit worksheet. |  |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON 4: | TITLE: **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** |
|  | SUBJECT: Planning Job Assignments and Using Requisitions |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | **CTE Standards:**  **Culinary and Food Production**  D.11. Apply menu-planning principles to develop and modify menus.  D.12. Analyze food, equipment, and supplies needed for menus.  **FCS National Standards:**  8.4.2 Apply menu-planning principles to develop and modify menus.  8.4.3 Analyze food, equipment, and supplies needed for menus.  8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.  **Common Core Standards:**  Speaking and Listening  Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Writing  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to complete food requisition sheets for lunch menus.  The students will be able to plan job assignments and their timing for volume lunch preparation and selling service. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS: | The students should be familiar with the availability of appliances and equipment that can be used to create food in volume in the teaching kitchen.  Students should be familiar with most food preparation and cooking methods. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:  How do we decide who does what and when in the menu planning, food purchasing, food preparation to the serving? |
| FORMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:  (learning tasks)  ACTIVITY 1, INITIATION:  Teacher shows an incomplete food ordering requisition sheet and lists or demonstrates the snowball effect of mistakes.  ACTIVITY 2: Student teams practice completing food ordering requisition sheets with given menus.  ACTIVITY 3: Student teams complete job assignment practice on a specific job assignment guide sheet, with given menus.  ACTIVITY 4 CLOSURE: Student teams switch completed food ordering requisition forms and job assignment guide sheets and analyze them for potential mistakes and process concerns. |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS: | ACTIVITY 1, INITIATION:  Teacher shows samples of various food ordering requisition sheets and then uses a blank food requisition sheet to list or demonstrate the snowball effect of mistakes. (i.e. cannot complete the recipe properly, substitution needed, menu description of product does not match the actual food served, unhappy customers, etc.) *See Food Requisition Form Blank.*  DOK 1  ACTIVITY 2: Students practice completing food ordering requisition sheets, with given recipes/menus, after teacher explains the use of the form.  DOK 2  ACTIVITY 3: Job assignment practice on a specific job assignment guideline sheet, with given menus. After teacher explains the form, students will use recipes and determine job timing and job assignments for lunch service. *See Job Assignment Practice Guidesheet.*  DOK 3  ACTIVITY 4 CLOSURE: Student teams switch completed food ordering requisition forms and job assignment guide sheets and analyze them for potential mistakes and process concerns. The analyzing could conclude with a list of specific details that might be missed, to be posted as a reminder. (Ex: Remember to plan and order garnishing foods; if chopping vegetables by hand, more staff is needed on the salads)  DOK 3 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | ACTIVITY 1, INITIATION: Sample food ordering requisition sheets, incomplete requisition sheet, prepared notes.  ACTIVITY 2: Blank food ordering requisition sheets that will be used for class lunches/catering.  ACTIVITY 3: Lunch menus with recipes, job assignment guide sheet with reminder questions.  ACTIVITY 4, CLOSURE: Highlighters, poster paper or online poster to list important details, not to be missed. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Small teams for these activities, twos or threes. |
| ADAPTATIONS & EXTENSIONS: | Adaptations:   * Teacher may need to model the use of the food ordering requisition form and the job assignment guide sheet. * The job assignment guide sheet could be chunked into parts. It may take several steps to find mistakes from other student groups, this could be done as a whole class group. * Carefully team students of lesser ability with stronger abilities, as needed.   Extensions:   * Homework option: Read and summarize, How the Menu Impacts the Operation from Chapter 2, Controlling Costs in Foodservice text. * Ask students to reflect on essential questions for homework or at the beginning of the next class. * Students could search online for food ordering requisition sheets. * A guest speaker, such as a restaurant owner could be invited in to speak about the importance of the topics in this unit. |
| INTERDISCIPLINARY CONNECTIONS: | Math, Business, Technical Subjects |
| TEACHER REFLECTIONS: | Although these topics seem very practical, students have not had much practice in organizing the creation of a product, start to finish. Teams of twos or threes is a good idea because discussion should be encouraged.  Opportunities for summative work on these topics will be available during all of the lunches or catering events that are planned by the students throughout the year long course. |

**Food Service, Lesson 4, Food Requisition Form**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **FOOD REQUISITION FORM**   |  | | --- | | **VENDOR NAME** |  |  | | --- | | **Recipe/Menu Items:** | | **Date:** | | **Person Completing Form:** | | **Manager Approval:** |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Item Name/ Number** | **Storage**  **Type:**  **Refrig (R)**  **Freeze (F)**  **Dry (D)** | **Volume Purchasing Unit** | **# of Units** | **Unit Price** | **Total Price** | **Received & Stored-**  **Initial** | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |

**Food Service, Lesson 4, Job Assignment Practice Guidesheet**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_Period \_\_\_\_\_

Purpose:

Before a menu can be executed, there are several tasks that must be completed. After the recipe is decided on, scaled, costed, and the food is ordered, the actual mise en place and cooking/baking begins.

Directions:

Create a job assignment list for 2, 90 minute block classes using the mock lunch assignment that you and your partner created. Assign as many student cooks as needed.

**LUNCH ENTREE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **DAY 1** |  |  |
| **TASK DESCRIPTION** | **ESTIMATED TIME NEEDED TO COMPLETE & CHEF NOTES** | **STUDENTS ASSIGNED TO TASK** |
| EXAMPLE:  Dice 10 onions, 3 peppers, and julienne 5 carrots | 30 minutes, use food processor if possible. | Tom, Bill, CInderella, Edward, and Trudy |
|  |  |  |
|  |  |  |
|  |  |  |
| **DAY 2** |  |  |
| **TASK DESCRIPTION** | **ESTIMATED TIME NEEDED TO COMPLETE & CHEF NOTES** | **STUDENTS ASSIGNED TO TASK** |
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FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON 5: | TITLE: **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** |
|  | SUBJECT: Menu Layouts and Descriptions |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | **CTE Standards:**  **Culinary and Food Production**  D.11. Apply menu-planning principles to develop and modify menus.  **FCS National Standards:**  8.4.2 Apply menu-planning principles to develop and modify menus.  **Common Core Standards:**  Reading  Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.  Writing  Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Language  Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to identify characteristics of effective menu design strategies.  The students will be able to describe the importance of truth in menu laws.  The students will be able to write detailed, menu item descriptions. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS: | The students should have some knowledge of special diet types such as gluten free, low salt and others from prerequisite course work. That knowledge could help them to understand truth in menu. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:  How are menus used by restaurant personnel?  What do we need to know to create successful menus? |
| FORMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:  (learning tasks)  ACTIVITY 1, INITIATION: Teacher slideshow of a variety of menu designs and layouts with discussion.  ACTIVITY 2: Text reading on menu laws, menu descriptions, and menu layout affecting sales. Students create examples of truth in menu laws, and menu layouts.  ACTIVITY 3: Menu item description writing practice.  CLOSURE: Begin description of the purpose of and the expectations of the upcoming menu analysis project. (This will be the summative of several lessons) |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS: | ACTIVITY 1, INITIATION: Teacher slideshow of a variety of menu designs and layouts with discussion on the characteristics of what is a good menu.  DOK 2  ACTIVITY 2: Text reading on menu laws, menu descriptions, and menu layout from Controlling Costs in Food Service text, Chapter 2, affecting sales. Create examples of truth in menu laws and menu layout.  DOK 1  ACTIVITY 3: Menu item description writing practice. Begin with a brainstormed list of attractive and appropriate adjectives that describe food items. Ex: wilted spinach as opposed to limp! Rewrite simple menu item descriptions into more descriptive. Use padlet or other method to share and discuss individual work later as a group and to allow for teacher comment. Individual work can be edited at this point, and be turned in for grading. *See How to Write Menu Descriptions.*  DOK 2    CLOSURE: Begin description of the purpose of and the expectations of the upcoming menu analysis project. (this will be the summative of several lessons) |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | ACTIVITY 1, INITIATION: Teacher slideshow of a variety of menu designs and layouts.  ACTIVITY 2: Controlling Costs in Foodservice text, Chapter 2, poster or blog or other method to share learning through examples.  ACTIVITY 3: Local menus with simple menu item descriptions to rewrite. Phones or computers with internet capability and the padlet application and a projector.  CLOSURE: Computer with projector to show details of the upcoming menu analysis project. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | The initiation is whole class. Reading of the text can be whole class and the examples can be practiced individually or in small teams. The writing of menu descriptions can start individually; then, after a whole class viewing on padlet, they can be edited. The closure brings the whole class back together. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | An example of differentiation of process in Activity 2 is where students can read and take notes using their preferred method. An example of differentiation of product in Activity 2 is where students have choices of the type of examples used to show truth in menu and menu layout examples.  Adaptations:   * Carefully team students of lesser ability with stronger abilities, as needed. * Students could collect on paper or print local restaurant menus before class.   Extensions:   * For homework, before or after this lesson, students could gather examples of menus to highlight adjectives. |
| INTERDISCIPLINARY CONNECTIONS: | English, Business Law, Marketing |
| TEACHER REFLECTIONS: | Most students are not very familiar with attractive and appropriate descriptions for food.  Truth in menu is not something they might think of, regularly, unless they have family with food allergies or special concerns, such as celiac disease. |

**Food Service, Lesson 5, How To: Write Menu Descriptions**

**Directions:**

* Print out two menus from fine dining restaurants and highlight all descriptive adjectives.

Practice your menu description writing. Refer to online menus as needed.

* Write Descriptions for three appetizers using at least three adjectives.

1.

2.

3.

* Write Descriptions for three entrees using at least three adjectives.

1.

2.

3.

* Write Descriptions for three desserts using at least three adjectives.

1.

2.

3.

* Write Descriptions for three beverages using at least three adjectives.

1.

2.

3.

WRITING RUBRIC

**TOTAL POINTS\_\_\_\_\_\_\_/100**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Advanced achievement**  **17 points** | **Exceeds Standards**  **14 points** | **Meets Standards**  **13 points** | **Approaching**  **Standards**  **11 points** | **Working towards standards**  **8 points** |
|  |  |  |  |
| Content-  answers the question completely with examples  x 2 | Exceptionally engaging and focused work results in an extremely high quality product. | Purpose and focus leads to insightful and engaging product with compelling support. | Establishes a purpose and maintains a focus with supporting evidence throughout the product. | Establishes a purpose but does not maintain a focus. Support is limited or inappropriate. | A clear purpose is not established. Focus and support are undeveloped. |
| Organization | Exceptional fluency and clarity result in a clear and well-developed product. | Effective use of fluency and clarity strengthens the structure of the product. | Demonstrates fluency and clarity in a structured product. | Limited use of fluency and clarity weakens the structure of the product. | Lack of fluency and clarity compromises the structure of the product. |
| Elaboration- connect to what you read in your text  X 2 | Clearly demonstrates an exceptional ability to make connections and interpretations regarding a text. | Uses details and connections to convey the figurative meaning and supports ideas with evidence from the work. | Effectively conveys the figurative meaning and supports ideas with evidence from the work. | Demonstrates a limited understanding of the figurative meaning with minimal evidence from the work. | Does not form connections between literal and figurative components in a work. |
| Mechanics | Demonstrates exemplary use of language and perfect mechanics. | Demonstrates exemplary application of sentence structure, grammar, and spelling. | Demonstrates appropriate application of sentence structure, grammar, and spelling. | Demonstrates limited application of sentence structure, grammar, and spelling. | Does not apply appropriate sentence structure, grammar, and spelling. |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON 6: | TITLE: **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** |
|  | SUBJECT: Menu Type Analysis Activity |
|  | AUTHOR: Ms.Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | **CTE Standards:**  **Culinary and Food Production**  D.11. Apply menu-planning principles to develop and modify menus.  D.12. Analyze food, equipment, and supplies needed for menus.  **FCS National Standards:**  8.4.2 Apply menu-planning principles to develop and modify menus.  8.4.3 Analyze food, equipment, and supplies needed for menus.  8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.  **Common Core Standards:**  Reading  Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.  Writing  Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Speaking and Listening  Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Language  Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Math.HSF-BF.A.1 Write a function that describes a relationship between two quantities. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able analyze a variety of menus for the following characteristics: overall layout and format, menu item descriptions, pricing, atmosphere and the brand or message communicated. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS: | The students will have had some familiarity with local menus from prerequisite coursework.  For this activity, use a variety of menus from non-local restaurants. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:  What do we need to know to create successful menus? |
| FORMATIVE AND SUMMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:  (learning tasks)  These were completed in Lesson 5.  SUMMATIVE ASSESSMENTS:  (performance task)  MENU ANALYSIS ACTIVITY |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS: | ACTIVITY, INITIATION: Review some of the characteristics of menus, from the text work: overall layout and format, menu item descriptions, pricing, atmosphere and the brand or message communicated. Through discussion, redefine any of these characteristics.  DOK 1  SUMMATIVE ACTIVITY: Set out a variety of printed menus (about 4-8) at stations, and rotate pairs or small teams of students through the stations where they will, using the chart provided, complete a description of the characteristics. After all teams have completed their rounds at the stations, have teams pair up and compare and share notes. *See Menu Analysis Chart.*  ACTIVITY, CLOSURE: Individually, have students complete the journal Q/A, either via. Google classroom or any other written method. *See Journal Question Handout*  DOK 3 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | ACTIVITY, INITIATION: Lesson 5 assignment student created examples of truth in menu laws, and menu layouts and menu item description writing practice.  SUMMATIVE ACTIVITY: A variety of printed menus (about 4-8) from non local restaurants, the *Menu Analysis Chart* , and station number signs. *Journal Question Handout*. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Stations placed around the room get students up and moving, in pairs or small teams depending on the size of the class. Students write answers to journal questions for individual accountability of understanding. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | An example of differentiation of process*,* is with the Closure Activity where students have a choice as to how they complete the journal.  Adaptations:   * Carefully team students of lesser ability with stronger abilities, as needed. * Teacher may need to further review of some of the characteristics of menus from the text work: overall layout and format, menu item descriptions, pricing, atmosphere and the brand or message communicated. * Further discussion may be needed to redefine any of these characteristics.   Extensions:   * Students can collect additional examples of printed menus to analyze. |
| INTERDISCIPLINARY CONNECTIONS: | Graphic Arts, Marketing, Technical Subjects |
| TEACHER REFLECTIONS: | Teacher should provide timely feedback for this summative activity especially to notice if more review is necessary before the summative closure project for the whole unit. |

**Food Service, Lesson 6, Menu Analysis Chart**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_Period\_\_\_**

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| **MENU #1**  **RESTAURANT**  **NAME**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Describe the type of menu (use terms from the text)** |
| **Describe the layout/format of the menu design** |
| **Describe whether menu item descriptions are brief or descriptive** |
| **Describe the atmosphere of the restaurant based on the menu** |
| **Describe the variety or lack of with beverages** |
| **Describe the variety or lack of with appetizers** |
| **Describe the variety or lack of with entrees** |
| **Describe the variety or lack of with desserts** |
| **Describe the branding or message that this menu relays about the restaurant** |
| **Any additional notes that describe this menu?--use the back of this sheet, as needed.** |

**Food Service, Lesson 6, Journal Question Handout**

1. Describe the factors that need to be considered when choosing the length of menu item descriptions and the adjectives of menu item descriptions.
2. Describe at least two of the factors that need to be considered when deciding on menu pricing.
3. Name your favorite clothing store and describe what you think their branding (message) is, and why.
4. What would you need to know if it was going to be your job to create a quality menu for a local restaurant?

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 7 | TITLE: **Menu Planning & Preparation Skills,**  **“Bootcamp” Intensive** |
|  | SUBJECT: MENU PLAN AND DESIGN PROJECT WITH MENU PRESENTATION |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | **CTE Standards:**  **Culinary and Food Production**  D.11. Apply menu-planning principles to develop and modify menus.  D.12. Analyze food, equipment, and supplies needed for menus.  **FCS National Standards:**  8.4.2 Apply menu-planning principles to develop and modify menus.  8.4.3 Analyze food, equipment, and supplies needed for menus.  8.4.4 Develop a variety of menu layouts, themes, and design styles.  8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.  **Common Core Standards:**  Writing  Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Speaking and Listening  Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  Language  Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to plan and design three quality menus, synthesizing their knowledge, skills and reasoning in a creative slideshow and oral presentation. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS: | Students will have had some experience with oral presentation skills and practice.  Quality completion of the menu analysis project from lesson 6.  If possible, use a newer presentation software, with links of video and pictures easily created, such as sway.com. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:  How are menus used by restaurant personnel?  What do we need to know to create successful menus?  Why are math skills needed for successful restaurants?  What factors need to be considered in choosing recipes for a menu? |
| SUMMATIVE ASSESSMENT: | SUMMATIVE ASSESSMENT:  (performance task)  Menu plan and menu design slideshow project with prepared, oral presentation. |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | SUMMATIVE ASSESSMENT:  (performance task)  Menu plan and menu design slideshow project with prepared, oral presentation. This final work of this unit will include two student-created menu designs whose ideas have been sourced from both the menu analysis project in lesson 6, and additional research from multiple sources. Students should be able to synthesize most of the information that has been practiced for this unit by including rationale for the essential questions. See *Menu Plan and Design Project Sheet*.  DOK 4 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | SUMMATIVE ASSESSMENT:  (performance task)  Computers with internet capability. Ipads or phones with picture and video capabilities. Instructor direction sheet with comprehensive checklist and/or rubric. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | This summative project is individual work. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | An example of differentiation of *product* in this Summative Activity is the choice to use 2-3 options of slideshow presentation software.  Adaptations:   * Some students might need presentation notes for the oral presentation. * Carefully team students of lesser ability with stronger abilities, as needed.   Extensions:   * Students could create more than two menus with supporting rationale for menu characteristics. * Students could research more restaurant menus and write supporting rationale for menu characteristics. |
| INTERDISCIPLINARY CONNECTIONS: | Math, Graphic Arts, Marketing, Technical Subjects |
| TEACHER REFLECTIONS: | This summative assignment of the unit will need extended time and perhaps additional time outside of school to properly execute.  If a presentation software, such as “sway” or google slides is new to the students, time must be spent instructing the use of the software. Students should be given 2-3 options for the acceptable format of the presentation.  **TEACHER NOTES:** For the presentation, the teacher may want to limit the number of slides and/or length of oral presentations. use rubrics and total points in a way that suits your department. a specific project or writing rubric may also be needed. |

**Food Service, Lesson 7, Menu Plan and Design Project Sheet**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_**

**Purpose:**

The final work of this unit will include two student-created **menu designs** whose ideas have been sourced from both the Menu Analysis Project in lesson 6, and additional research from multiple sources. **Detailed** information is expected. These pretend restaurants should not be fast food or chain restaurants. You should be able to synthesize most of the information that you have practiced for this entire unit by **including rationale** (reasoning) for the menu characteristics you choose.

Lastly, create a slideshow that you will present to the class and some invited guests. Expect to answer essential questions from the unit after your slideshow presentation.

**Directions:**

1. Use any software tools, internet sites, cook books, texts and notes from the Menu Analysis Project to research this summative project.
2. Follow the checklist in the order listed, but expect to revisit all of the steps as you go along to insure that your work is correct, complete, and high quality. You will need additional time to work on this outside of class.
3. The presentation of your work can be produced with your choice of slideshow software. Sway.com is recommended, but the choice is yours.
4. This project will have several due dates to keep you on track. Expect that your work will be checked, in progress.
5. The completed slideshow will be presented to classmates and guests and will be on the following dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Be ready for questions and use presentation notes.

**Checklist:**

* Decide on the branding or message of two, pretend restaurants that you would like to create quality menus.
* Based on the branding, decide on the type of atmosphere for these two restaurants.
* Decide on a layout and format for the two menus.
* Begin to build the menus. It is your job to create a list of characteristics that you want to make sure you include. Use your notes from the Menu Analysis Project. This will be your guide to creating quality work.
* Include one recipe from each menu, scale for 20, and complete a requisition sheet for the food purchase.
* For those same two, scaled recipes, create a job assignment chart to make the food.
* At this point, begin to create your slideshow, adding pictures, video, and whatever else demonstrates your understanding. Include in this slideshow, a rationale explaining the characteristics you chose for each menu.
* Prepare your notes for the presentation. Share the presentation to the teacher’s google email.
* Prepare your notes to answer the following essential questions of this menu unit: (there can be more than one right answer to each of these E.Q.’s):

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| --- | --- |
| 1.How are menus used by restaurant personnel? | 2. What do we need to know to create successful menus? |
| 3. Why are math skills needed for successful restaurants? | 4. What factors need to be considered in choosing recipes for a menu? |
| 5. How do we decide who does what and when in the menu planning, food purchasing, kitchen prep, and serving process? |  |

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| **FCS Presentation Rubric** | | | | | |
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| **Advanced Achievement** | **Exceeds Standard** | **Meets Standard** | **Approaching Standard** | **Working Toward Standard** |
| **Presentation** | Exceptional facility with technology results in a high quality product using sophisticated applications.  Innovative use of effective Animations and artifacts. | Innovative use of technology enhances the presentation and engages the audience.  Animations and artifacts used effectively | Use of technology appropriately engages the audience.  Animations and artifacts | Use of technology does not contribute to the effectiveness of the presentation.  Animations used ineffectively, lacking artifacts  Lacks | Use of technology does not engage the audience or contribute to learning.  No animations or they detract from the presentation, lacking artifacts. |
| **Learning** | Clearly defines an objective and acquires, evaluates, and synthesizes resources necessary for an exemplary product. | Clearly defines an objective and acquires, evaluates, and synthesizes resources necessary for an exemplary product. Animations used effectively | Defines an objective and acquires, analyzes, and synthesizes resources necessary for a relevant product few animations used. | Does not clearly define an objective and resources are inadequately analyzed and synthesized, which may compromise product. Few animations used or animations distract from presentation | Does not establish objective; resources are limited and product quality is affected. No animations used or highly distracting from presentation |
| **\*Content Required**  **x 2** | Exceptionally engaging and focused work results in an extremely high quality product. Content Surpasses requirements  Shows great insight and understanding. | Purpose and focus leads to insightful and engaging product with compelling support. Additional Content is included | Establishes a purpose and maintains a focus with supporting evidence throughout the product. All content is included some insight is evident | Establishes a purpose but does not maintain a focus. Support is limited or inappropriate. Most content is included. Lacks insight | A clear purpose is not established. Focus and support are undeveloped. Lacking content and insight. |
| **Organization x 2** | Exceptional fluency and clarity result in a clear and well-developed product. Professional Delivery | Effective use of fluency and clarity strengthens the structure of the product. Professional Delivery | Demonstrates fluency and clarity in a structured product. Professional Delivery | Limited use of fluency and clarity weakens the structure of the product. Lacks Professional Delivery | Lack of fluency and clarity compromises the structure of the product.  Unprofessional Delivery |