

FOOD SERVICES 30

Description

This class is a continuation of Food Services 20. Areas of study will include advanced culinary skill development and the development of management skills necessary to run a successful restaurant. 3 credits, 2 periods daily. 4 credits, 3 periods daily.

Course Overview

Course Goals

Students should:

Essential Questions

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?
- How do we effectively utilize human, economic and environmental resources in our daily lives?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?
- How does the interaction of multiple life roles impact personal responsibilities toward family, work and community?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Environmental Safety
- II. [Unit 2](#) - Management Tasks and Skills
- III. [Unit 3](#) - Marketing
- IV. [Unit 4](#) - Career Development
- V. [Unit 5](#) - Starting Up a Restaurant Business
- VI. [Unit 6](#) - Community Service
- VII. [Unit 7](#) - Head Chef

Standards

[Family and Consumer Science Standards](#)

Connecticut State Standards are met in the following areas:

- *Hospitality, Food Science, Dietetics, Food Production and Services*
- *Consumer Science and Family Resource Management*
- *Leadership*
- *Career, Community, and Family Connections*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

| Pacing Guide | | | | | | | | | |
|---|---------|---|----------|---------|---|-------|--|--------------------|------|
| 1st Marking Period | | 2nd Marking Period | | | 3rd Marking Period | | | 4th Marking Period | |
| September | October | November | December | January | February | March | April | May | June |
| Unit 1 <u>Environmental Safety</u> 2 weeks | | Unit 4 <u>Career Development</u> 1 week | | | Unit 5 <u>Starting Up a Restaurant Business</u> 2 weeks | | Unit 6 <u>Community Service</u> 1 week | | |
| Unit 2 <u>Management Tasks and Skills</u> Ongoing | | | | | | | | | |
| Unit 3 <u>Marketing</u> Ongoing | | | | | | | | | |
| Unit 7 <u>Head Chef</u> Ongoing | | | | | | | | | |

Unit 1 - Environmental Safety, 2 weeks [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- demonstrate facility procedures applied to safety, security, and environmental issues.

Unit Objectives

Students will be able to:

- describe policies that promote safety and sanitation in the kitchen.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- What procedures do you use to prevent food borne illness?
- What is the impact of HACCP in the commercial kitchen?
- What measures should be taken to prevent accidents in the kitchen?

Assessments

- Solve Safety/Sanitation scenarios
- Convert Standardized recipes into HACCP Format

Skill Objectives

Students will:

- demonstrate prevention of food contamination in food preparation.
- use procedures in the kitchen that prevent food borne illness.
- identify and correct health hazards in the restaurant.
- apply an accident prevention program in their role as restaurant manager.
- use the health code regulation form to inspect the kitchen and make suggestions for compliance.
- convert standardized recipes into HACCP format.

Unit 2 – Management Tasks and Skills, Ongoing [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- analyze factors in developing a long-term financial management plan.

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- demonstrate implementation of food service management functions utilizing management principles and practices.

Unit Objectives

Students will be able to:

- list the qualities of an effective manager.
- describe how to manage time and human resources within food service operation.

Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- What is the role and responsibilities of an effective manager?
- What skills are needed to ensure customer satisfaction?

Assessment

- Catering Project

Skill Objectives

Students will:

- develop a budget; implement cost control techniques and record financial activity.
- compile a performance check list to measure their management skills.
- assume various management roles in order to understand how management is shared within a food service organization.
- market, advertise and promote all products and services affect by the restaurant.
- maintain and monitor equipment.
- oversee customer satisfaction through use of customer surveys.

Unit 3 - Marketing, Ongoing [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- demonstrate skills needed for product development, testing, and presentation.

Unit Objective

Students will be able to:

- explain the purpose and techniques of marketing.

Essential Question

- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- How does an effective marketing plan contribute to the success of a flourishing food operation?
- What are potential marketing methods that could be used to promote sales?

Assessment

- Customer Survey – compile results, draw conclusions and suggest strategies

Skill Objectives

Students will:

- develop a marketing strategy taking into account competition and current needs.
- develop and market products that meet customer needs and promote these products so that customers will buy them.
- use a variety of promotional methods to increase customer base.

Unit 4 - Career Development, 1 week [top](#)

Standards

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- integrate knowledge, skills, and practices required for careers in food production and services.
- assess career opportunities in the fields of hospitality, travel, and tourism.

Leadership

Students will develop leadership skills, which impact individuals, families, communities, and organizations.

Students will:

- integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).

Unit Objective

Students will be able to:

- prepare for a food service career while still in high school.

Essential Questions

- What knowledge, skills and practices are required to achieve career success in the hospitality industry?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

Focus Questions

- successful career?
- What personality traits are essential for a career within the food service industry?
- What kind of information activities and projects develop leadership skills and career development?

Assessment

- Mock Interview

Skill Objectives

Students will:

- identify job opportunities in various food service operations.
- prepare a resume portfolio.
- demonstrate interview skills.
- visit educational training programs that can prepare students for a food service career.
- have the opportunity to participate in FCCLA star events.

Unit 5 - Starting Up a Restaurant Business, 2 weeks [top](#)

Standards

Leadership

Students will develop leadership skills, which impact individuals, families, communities, and organizations.

Students will:

- apply leadership skills as they affect individuals, organizations, and systems in relationship to individual, family, community, and career development.

Hospitality, Food Science, Dietetics, Food Production and Services

Students will demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

Students will:

- demonstrate techniques for marketing a food product or food related concept using current technology.

Unit Objective

Students will be able to:

- construct, present and defend a detailed business plan for a start-up restaurant.

Essential Questions

- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?
- What knowledge, skills and practices are required to achieve career success in the hospitality industry?

Focus Questions

- What are the elements that constitute a successful business?
- How would you incorporate technology to ensure the smooth and effective running of a small business?

Assessment

- Business Plan Project

Skill Objectives

Students will:

- analyze an existing restaurant business plan.
- draw up an existing business plan for a competing restaurant.
- research and locate information from local and government business organizations.
- incorporate technology into the building of the new business.
- present and defend the business plan.

Unit 6 – Community Service, 1 week [top](#)

Standards

Career, Community, and Family Connections

Students will understand the interaction of multiple life roles with the responsibilities of family, work, and community.

Students will:

- develop and apply content specific service learning projects and activities.

Unit Objective

Students will be able to:

- identify and fulfill community service needs.

Essential Question

- How does the interaction of multiple life roles impact personal responsibilities toward family, work and community?

Focus Question

- What are the considerations and benefits of community service?

Assessment

- Community Service Project

Skill Objectives

Students will:

- research and choose a community service project.
- plan and carry-out fund raising to support project.
- schedule and conduct community service project.
- evaluate community service project.

Unit 7 – Head Chef, Ongoing [top](#)

Standards

Career, Community, and Family Connections

Students will understand the interaction of multiple life roles with the responsibilities of family, work, and community.

Students will:

- apply standard employability skills in community and workplace settings

Unit Objectives

Students will be able to:

- comprehend the internal workings of a commercial kitchen.
- plan and implement the luncheon menu for a week.

Essential Question

- How does the interaction of multiple life roles impact personal responsibilities toward family, work and community?

Focus Questions

- What are the skills and techniques necessary for the everyday running of a commercial restaurant?
- What are the advantages of cooking together co-operatively?

Assessment

- Report that includes market code, menu, recipes, pricing, and reflection

Skill Objectives

Students will:

- experience a variety of work strategies within the student run restaurant.
- work co-operatively in a professional environment.
- continue to develop quality food preparation serving skills used in a commercial situation.