

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**FOOD SERVICES 30**

BOARD OF EDUCATION APPROVED 06/24/2008

## **FOOD SERVICES 30**

### **Statement of Purpose**

This course is designed for the student who has already completed Food Services 20 and would benefit from a deeper understanding of no managerial aspects of the food service industry. Student will hold a managerial position within the student run restaurant.

### **Audience**

Grades 11, 12

### **Prerequisite**

Food Service 20

### **Design and 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 Objectives**

Students will be able to:

- describe policies that promote safety and sanitation in the kitchen.
- list the qualities of an effective manager.
- describe how to manage time and human resources within food service operation.
- explain the purpose and techniques of marketing.
- prepare for a food service career while still in high school.
- construct, present and defend a detailed business plan for a start-up restaurant.
- identify and fulfill community service needs.
- comprehend the internal workings of a commercial kitchen.
- plan and implement the luncheon menu for a week.

### **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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

### **Family and Consumer Science 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.

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

Students will integrate knowledge, skills, and practices required for careers in food production and services.

Students will assess career opportunities in the fields of hospitality, travel, and tourism.

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

### ***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.

Students will demonstrate skills needed for product development, testing, and presentation.

### ***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.

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).

### ***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

Students will apply standard employability skills in community and workplace settings.

### **Information and Technology Standards (to be added)**

#### **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?

#### **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?

- What is the role and responsibilities of an effective manager?
- What skills are needed to ensure customer satisfaction?
- 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?
- What steps would you have to take in the food service industry to ensure a 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?
- 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?
- What are the considerations and benefits of community service?
- How does the interaction of multiple life roles impact personal responsibilities toward family, work and community?
- What are the skills and techniques necessary for the everyday running of a commercial restaurant?
- What are the advantages of cooking together co-operatively?

# **UNITS OF STUDY**

## **Unit 1: Environmental Safety**

### **Family and Consumer Sciences Standard**

*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.

### **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?

### **Core Topics**

- Workplace Safety and Emergencies
- Food Laws – State and Local Regulations
- Inspections

### **Unit Objective**

Students will be able to:

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

### **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.

### **Sample Assessments**

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

**Pacing**  
2 weeks

## Unit 2: Management Tasks and Skills

### Family and Consumer Sciences 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.

### 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?

### Core Topics

- Management Basics
- Managing People
- Managing Facilities

### 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.

### 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.



**Sample Assessment**  
Catering Project

**Pacing**  
Ongoing

## **Unit 3: Marketing**

### **Family and Consumer Sciences Standard**

#### ***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.

### **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?

### **Core Topics**

- Marketing Strategies
- Public Relations
- Advertising

### **Unit Objective**

Students will be able to:

- explain the purpose and techniques of marketing.

### **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.

### **Sample Assessment**

Customer Survey – compile results, draw conclusions and suggest strategies

### **Pacing**

Ongoing

## **Unit 4: Career Development**

### **Family and Consumer Sciences 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.

Students will 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).

### **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**

- What steps would you have to take in the food service industry to ensure a 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?

### **Core Topics**

- Careers in Foodservice
- Seeking Employment
- Career Portfolio

### **Unit Objective**

Students will be able to:

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

### **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.

### **Sample Assessment**

Mock Interview

### **Pacing**

1 week

## **Unit 5: Starting Up a Restaurant Business**

### **Family and Consumer Sciences 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.

### **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?

### **Core Topics**

Careers in Foodservice

### **Unit Objective**

Students will be able to:

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

### **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.

### **Sample Assessment**

Business Plan Project

**Pacing**  
2 weeks

## **Unit 6: Community Service**

### **Family and Consumer Science Standard**

#### ***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.

### **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?

### **Core Topics**

- Volunteerism
- Strategy Planning
- Community Outreach

### **Unit Objective**

Students will be able to:

- identify and fulfill community service needs.

### **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.

### **Sample Assessment**

Community Service Project

### **Pacing**

1 week

## **Unit 7: Head Chef**

### **Family and Consumer Science 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

### **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?

### **Core Topics**

- Back of House/Front of House Responsibilities
- Development of Food Preparation Skills
- Work Place Competencies

### **Unit Objectives**

Students will be able to:

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

### **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.

### **Sample Assessment**

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

### **Pacing**

Ongoing