

11/1/2016

Subject: Culinary Skills Development I Grade: 9-12

Unit #: 1 Title: Communication and Management Essentials

#### UNIT OVERVIEW:

Unit 1 The scholar discusses the importance of developing sound communication skills as an element of success in the foodservice industry while introducing some basic concepts of management.

| STAGE ONE: Identify Desired Results |   |  |  |
|-------------------------------------|---|--|--|
| Established Goals/Standards         | Content Standards   | Long-Term Transfer Goal & Mission/Vision Alignment   |  |
|                                     |   | <i>At the end of this unit, students will use what they have learned to independently...</i><br>T1...Implement critical thinking, decision making and reasoning to plan and organize work, life and career.<br>T2...Integrate technical knowledge, skills and understanding in a constantly evolving environment for professional/ personal growth in a competitive society.   |  |
|                                     |   | <b>Mission/Vision Alignment:</b> <ul style="list-style-type: none"><li>• Tenacious</li></ul> -Uses feedback to refine thinking or actions. <ul style="list-style-type: none"><li>• Purposeful</li></ul> -Listens to and seeks out varying perspectives as part of the think, decision making and problem solving. <ul style="list-style-type: none"><li>• Advocating</li></ul> -Speaks confidently and is willing to respectfully voice opinions to advocate for self or others. |  |
|                                     |   | Meaning  |  |
|                                     |   | Enduring Understandings<br><i>Students will understand that...</i><br>U1...communication is an essential part of working in a restaurant, and how personal characteristics effect communication.<br>U2...the role ethics plays in the restaurant industry, and how a leader can develop a culture of high ethics in an organization.<br>U3...the function of a leader as a goal setter, motivator, and teacher is an essential role in any successful restaurant operation.      | Essential Questions<br><i>Students will consider such questions as...</i><br>Q1...How can you overcome the barriers of effective communication?<br>Q2...How is a culture of high ethical standards developed in a restaurant?<br>Q3...What effect does an unresponsive manager have on the overall function of a restaurant? |
|                                     | Acquisition   |  |  |
|                                     | CDOS Standard:<br><b>Standard 2:</b><br><i>Integrated learning</i><br>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  |  |  |
|                                     | <b>Standard 3a:</b><br><i>Universal Foundation Skills</i><br>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  |  |  |
|                                     | <b>Standard 3b:</b><br>Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. |  |  |
|                                     | <b>CCTC Standards (HT-RFB)</b><br><b>1,3,4,6,7,8,9,10</b>   |  |  |

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|   |   |  |
|---|---|--|
|   | <p><i>What knowledge will students learn as part of this unit?</i><br/><b>The student will know...</b><br/>K1...the nutritional breakdown of the foods we eat.<br/>K2...the dietary guidelines of the USDA.<br/>K3...the most beneficial techniques of cooking that insures high quality nutrition.<br/>K4....how a recipe is structured as well as how to calculate the cost of a recipe in a foodservice operation.<br/>K5...the roles of management in a food service operation.</p>   | <p><i>What skills will students learn as part of this unit?</i><br/><b>The Student will be skilled at...</b><br/>S1...doing a nutritional analysis of standard recipes<br/>S2...cooking with nutrition in mind<br/>S3...use a food cost form and analyze the profitability of foods sold in Metals café.<br/>S4...effective verbal, written and non-verbal communications commonly used in a professional kitchen.</p> |
| <b>STAGE TWO: Determine Acceptable Evidence</b>   |   |  |
|   | Assessment Evidence   |  |
| <p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p> <ul style="list-style-type: none"><li>• Website Completeness</li><li>• Career Research</li><li>• Recipe Analysis</li><li>• Dietary Analysis</li><li>• Reflection and Self Knowledge</li></ul> | <p><b>Performance Task focused on Transfer:</b><br/>Scholars will be working with local Employee Development Agency, BAD FISH Inc., to develop a personal Goggle Website which will contain their resume, career research and development plan as well as Job Descriptions they are most interested in pursuing. This web site is geared to follow the scholar throughout the remainder of the pathway to be used as a digital portfolio. This web site will be reviewed by BAD FISH as an effective means of communication for potential employers. BAD FISH will also be working on leadership and communication development with groups of our scholars.</p> |  |
|   | <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"><li>• In kitchen cooking with rubric</li><li>• Daily formative assessments / google forms</li><li>• Reflective journals</li><li>• Peer review</li><li>• Employability Profile</li></ul>   |  |

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| T, M, A<br>(Code for Transfer,<br>Meaning Making and<br>Acquisition) | STAGE THREE: Plan Learning Experiences  |
|--|---|
| A<br>A/M<br>M/T<br>A<br>M/T<br>M/T<br>M/T<br>T                       | Learning Events:<br>1. Web site set up<br>2. Resume update<br>3. Job/career search<br>4. Recipe Breakdown<br>5. Recipe Writing<br>6. Recipe Nutritional Analysis<br>7. Recipe costing analysis and establish a profitable sales price<br>8. Recipe creation |