



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Culinary Arts I (CAI)

UNIT: 1.1 Hospitality and Food Service Industry



INTRODUCTION

Annotation:

This lesson plan will help students define professionalism and understand the history and evolution of the food service industry by identifying key historical figures, exploring the many foodservice careers that are now available and measure the benefits of joining professional organizations.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

10 90-minute class periods

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CA-CAI-1: Students will examine and discuss introduction to the hospitality and food service industry and the role of the modern kitchen.

GPS Academic Standards:

ELA10-RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SSWG2. The student will explain the cultural aspects of geography.

ELA10-RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA11LSV1. The student participates in student-to-teacher, student-to-student and group verbal interactions.

ELARL5. The student participates in student-to-teacher, student-to-student and group verbal interactions

NFCS-5.6. Demonstrate facilities management functions.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

This unit will familiarize students with key figures in the evolution of the food service industry while identifying career options and the benefits and importance of membership in professional organizations.

Essential Questions:

- Why is it important to maintain professionalism in the workplace?
- How is a career in culinary arts enhanced by joining a professional organization?
- How do current industry trends impact career opportunities?

Knowledge from this Unit: Factual information.

- The students will gain an understanding of different career options in the culinary arts industry.
- The students will recall the importance of professionalism in the workplace.

Skills from this Unit: Performance.

- Identify key figures in the evolution of the food service industry.
- The students will identify the importance and benefits of membership in professional organizations.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Quiz: multiple choice and fill in the blank

Assessment(s) Description/Directions:

Review of Lesson #1 Students will examine and discuss introduction to the hospitality and food service industry and the role of the modern kitchen.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CA-CAI-1. Students will examine and discuss introduction to the hospitality and food service industry and the role of the modern kitchen.

2. Review Essential Questions.

- Why is it important to maintain professionalism in the workplace?
- How is a career in culinary arts enhanced by joining a professional organization?
- How do current industry trends impact career opportunities?

3. Identify and review the unit vocabulary.

Professionalism

4. Assessment Activity.

Set Induction: The students should have access to a computer, either as a group or as individuals, and be given the following materials:

- A PowerPoint Presentation
- The Evolution of Culinary Arts Worksheet
- A List of Professional and Career Technical Service Organizations
- A Quiz

Learning Activities:

1. The Instructor will present a PowerPoint identifying the following:

- Professionalism
 - The Culinarian's Code
 - The Kitchen Brigade System
2. The Evolution of Culinary Arts worksheet will be used to take notes during the PowerPoint presentation and to fill in missing information, such as:
- Historical Figures
 - Changes in Food Presentation
 - Influences of Modern Technology
3. The Instructor will name and identify professional organizations, listing the importance and benefits of membership in the following:
- ACF: American Culinary Federation
 - AAC: American Academy of Chefs
 - NRA: National Restaurant Association
 - IFSEA: International Food Service Executives Association
 - FCCLA: Family, Career, and Community - Leaders of America
 - SkillsUSA
4. Students will break up into groups of 3 or 4. The Instructor will allow each group to pick a career in the foodservice industry, and present an oral report that includes the following information:
- Career Choice
 - Necessary Education
 - Job Requirements
 - Starting Salary

Closure: Students will be given a quiz asking them to identify key historical foodservice persons discussed in class, the importance of membership in professional organizations, and to list careers currently available in the culinary industry.

Transfer Out: Review any outstanding questions about the history of the food service industry.

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK

(Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

ACF: <http://www.acfchefs.org//AM/Template.cfm?Section=Home6>

AAC:

<http://www.acfchefs.org/Content/NavigationMenu2/Partnerships/AAC/default.htm>

NRA: <http://www.restaurant.org/>

IFSEA: <http://www.ifsea.com/>

FCCLA: <http://www.fcclainc.org/>

SkillsUSA: <http://www.skillsusa.org/>

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

- Projector with PowerPoint display
- Hand outs
- Access to a computer
- Copies of the quiz

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		Maker