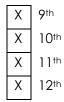
GEORGIA PEACH STATE PATHWAYS Career, Technical, & Agricultural Education CULINARY ARTS

PATHWAY:	Culinary Arts
COURSE:	Culinary Arts I (CAI)
UNIT:	1.1 Hospitality and Food Service Industry

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):



Time:

10 90-minute class periods

Author:

Jennifer Booker, Wes Goodman, Bill Hewett

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.

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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:

ELA 10-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 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
Х	Objective assessment - multiple-choice, true- false, etc.
	X Quizzes/Tests
	Unit test
	_ Group project
	Individual project
	Self-assessment - May include practice quizzes, games, simulations,
	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

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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.



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:

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- 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.



Web Resources:

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

AAC:

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

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

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

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

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

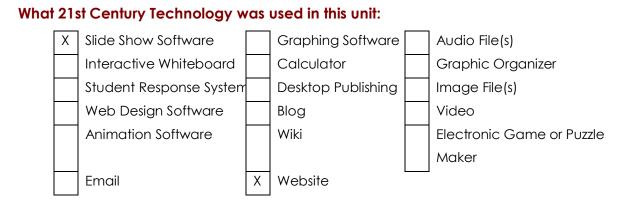
Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

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

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