



CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Introduction to Culinary Arts (ICA)

UNIT: 11.1 Culinary Arts Employment



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Students will examine correctly written resumes and cover letters using those as a reference to produce their own. This session will cover the skills to write a good resume and cover letter as well as how to clarify your job objective; select related skills, education, work, or other experiences; and list accomplishments—and present all this in a short format.

Grade(s):

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

Time:

5 hours

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.



FOCUS STANDARDS

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

CA-ICA-11. Students will discuss and practice sound human relations and professionalism concepts for a career pathway in Culinary Arts employment.

GPS Academic Standards:

ELA10W3. The student uses research and technology to support writing

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

National / Local Standards / Industry / ISTE:

NFCS-8.1. Analyze career paths within the food production and food services industries.

505-3-.063



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of business communications in the process of finding employment.
- Students will understand the importance of professionalism in looking for employment.
- Students will understand that a resume is their first introduction to a potential employer. Making a good first impression and describing one's skills and abilities is important.

Essential Questions:

- Why is having a professional resume important?
- What types of information should you include on a resume?
- What is the usual format for resumes and cover letters?

Knowledge from this Unit: Factual information.

- Students will be able to determine a poorly executed resume' from a well executed resume'.
- Students will be able to determine the proper order of skills to best showcase their individual talents.
- Students will be able to determine the job objective and highlight such on a resume'.

Skills from this Unit: Performance.

- Students will be able to choose the appropriate words to use in a resume'.
- Students will be able to organize a resume' to maximize their talents.
- Students will know the correct terminology to use in an effective cover letter.



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:

Student resume' and cover letter

Assessment(s) Description/Directions:

Students should be able to construct a simple resume' and cover letter for review from their classmates, then assessed by the teacher.

Attachments for Assessment(s): Please list.

Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Used the correct format					
Included relevant information					
No grammatical or spelling errors					
Neat, professional appearance					



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-ICA-11 Students will discuss and practice sound human relations and professionalism concepts for a career pathway in Culinary Arts employment.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

2. Review Essential Questions.

- Why is having a professional resume important?
- What types of information should you include on a resume?
- What is the usual format for resumes and cover letters?

3. Identify and review the unit vocabulary.

- **Resume'** - is a document that contains a summary or listing of relevant job experience and education.
- **Cover Letter-** A cover letter or covering letter is a letter of introduction attached to, or accompanying another document such as a résumé.
- **Grammar** - Grammar is the field of linguistics that covers the rules governing the use of any given natural language.

- **Action words –**
- **Accomplishments skills –**

4. Assessment Activity.

1. The instructor will hand out sample resumes and cover letters (poor and proper examples), and cover the basics of writing both. Teach why this is an essential part of a job search.

Use Handout #1 to give information for students to use.

2. The instructor will discuss proper resume and cover letter writing in preparation for student activity....the following will be reviewed:

A good cover letter should:

Handout #3 should be used to show the proper way to create a cover letter.

- Introduce yourself
- Be personalized (addressed to someone in particular)
- Have no errors
- Present a good appearance
- Target your skills and experiences
- Close with an actions statement

A good resume allows you to:

- Clarify your job objective
- Describe your skills, work history, and education
- List your accomplishments

Basic guidelines for writing a successful resume:

Handout #2 shows a well written resume' sample.

- Must include contact information (name, address, phone, and email information)
- Length of resume—1-2 pages is adequate
- Should have proper grammar and no typographical errors
- Layout of resume should be considered—use of white space

- Good quality paper and professional printing is a must
- Use action words and phrases

Types of resumes:

- Chronological—sequence of events.
- Skills or functional—clusters your experiences under major skill areas.
- Combination—contains elements of both types of resume styles.

3. Student/teacher activity

- Instructor to hand out samples of resumes both poor and proper examples for students to identify the differences.
- Have students act as if they are the hiring manager to determine who they would offer a job based on how the resumes are written.
- Students to determine what job they would like to apply for
- Students write their resume based on their school subject strengths, student activities (sports, clubs, volunteering, etc), or outside school activities or job experiences.
- Students write a cover letter to coordinate with their resume.

Attachments for Learning Experiences: Please list.

Several either real or made up cover letters and resumes', both well executed and poorly executed.

Handouts 1-3. Attached

Notes & Reflections:

Students may need additional help with the assignment before allowing other students to review their work. Students should be allowed to explore other students' work and to determine which student based solely on the resume' and cover letter they would hire. All students should turn in 2 copies of resume' and cover letter to Teacher; 1 with their name and 1 without. (The 1 without the name should be numbered then handed out for review by their classmates.)

Note: Instructor should have examples of good and bad resumes and cover letters as handouts.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Resume and Cover Letter Writing Rubric- Attached

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Resume': [owl.english.purdue.edu/workshops/hypertext/ResumeW/](http://owl.english.purdue.edu/workshops/hypertext/ResumeW/career.berkeley.edu/tools/resume.stm)

career.berkeley.edu/tools/resume.stm

Cover Letter: www.trincoll.edu/depts/career/guides/cover_ltr.shtml

www.career.vt.edu/JOBSEARC/coversamples.htm

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

Source: The Quick Resume and Cover Letter Book 2nd edition

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input checked="" type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker