

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CULINARY ARTS ACADEMY

MENU PLANNING AND HOSPITALITY GOVERNANCE

COURSE PHILOSOPHY

The Freehold Regional High School District's Culinary Arts and Hospitality management Program is an occupational, technical and career exploration program that consists of a wide range of courses, training, experiences and activities. It is specifically designed to enhance management skills to not only prepare students for employment positions within the Food Industry Job Cluster, but also for entrance into colleges, culinary colleges, universities or post – secondary schools.

The Menu Planning and Hospitality Governance Course provide students with management skill training and practical experiences through the daily operation of the student operated fine dining restaurant. This opportunity provides the integral professional knowledge and skill proficiency which is applied to the design of the student's own restaurant which starts with "the menu".

COURSE DESCRIPTION

Grade Level: 12

Department: Culinary Arts Academy

Course Title: Menu Planning and Hospitality Governance Credits: 5

Course Code: 061700

BOARD OF EDUCATION ADOPTION DATE: AUGUST 31, 2009

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

The Freehold Regional High School District's Culinary Arts and Hospitality Management Program is an occupational, technical and career exploration program that consists of a wide range of courses, training, experiences and professional activities. It is specifically designed to enhance student skills in preparation for quality employment positions within the Food Industry and Management Job Cluster and entrance into colleges, universities and/or post-secondary schools with Hospitality Management course offerings.

The Menu planning and Hospitality Governance Course provides students with management skill training and practical experiences through the daily operation of the student governed fine dining restaurant. This "hands on" application of learned management and menu planning skills provides a realistic opportunity with specific job objectives relevant to current industry standards and meshed with student abilities. This provides the integral professional knowledge and skill proficiency which is then applied to the design of the student's own restaurant which 'starts with the menu'.

This approach contributes to the development of a well rounded student who is able to demonstrate higher order thinking and problem solving skills and apply them to an action research project with industry standards of a professional expectation.

Course Description

Menu Planning and Hospitality Governance culminates the completion of hospitality management course work for the Four Year Program of Study in the Freehold Regional High School District's Culinary Arts Academy. Students will continue to improve upon the basic mastery of the concepts and applications introduced in all previous coursework through a management perspective. Advanced instruction is delivered in the infrastructure of the management of both human resources and the facility. Career, business, marketing, liability and financial management planning are introduced.

An Action Research Project is the final comprehensive entry into the senior student's career portfolio. The students design a full service restaurant based on "the menu". This project includes market surveys, business communications, financial proposal, front and back house floor plans. Equipment, small wares and furniture specs are listed and samples of décor and china/service ware are displayed for professional judging.

Students further their professional persona by demonstrating good citizenship through the governance of community service projects and career exploration activities through their chapter of the national sanctioned Skills USA Club.

**Freehold Regional High School District
Curriculum Map**

Menu Planning and Hospitality Governance

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9-12.9.1.A.1-5; B.2-5 9-12.9.2.A.2-3; B.2; C.2; D.1, 5; F.2-5	Basic menu planning strategies driven by industry standards are critical for building the foundation of a foodservice operation.	<p>Why do all foodservice operations start with the menu?</p> <p>Considering the diverse types of foodservice operations, how do the strategies for menu planning differ?</p> <p>Historically, 95% of all foodservice operations fail in the first year, what avenues of valid research should be considered when planning a foodservice operation?</p>	<p>Anticipatory Set questions to test previously learned menu planning concepts</p> <p>Teacher led question and answer session.</p> <p>Review career portfolio entries.</p>	<p>“Fundamentals of Menu Planning” (Class text) chapter reading assignments and questions/activities.</p> <p>Do Now Math</p> <p>Open Ended Questions</p> <p>Unit outline</p> <p>Note book entries</p> <p>Community service projects.</p> <p>Observations</p> <p>Daily/weekly grading rubric for professionalism.</p> <p>Group and individual Authentic portfolio assessment projects</p>	<p>Portfolio entries of unit work including pictures of work, menu and project samples, documentation of community service.</p> <p>Application of learned material and skill proficiency in the student run restaurant, the 5 Star Cafe</p> <p>Mid Terms</p> <p>Final Exam</p>

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9-12.9.1.A.1-5; B.2-5; 9-12.9.2.A.2-3; B.2; C.2; D.1, 5; F.2-5	Standards must be established in planning / implementing a menu and subsequent foodservice operation through professional hospitality governance.	<p>What are accepted research methods and valid reference sources, such as publications and organizations, to plan a foodservice facility?</p> <p>What information and materials are needed to create a summative career portfolio for menu planning and hospitality governance?</p> <p>What are the legal and professional influences in business communication, menu deliverance, and facility planning?</p> <p>How does the use of advanced technology enhance the professional persona?</p>	<p>Technology knowledge/ability survey</p> <p>Review of career portfolio entries</p>	<p>“Fundamentals of Menu Planning:” (Class text) chapter reading assignment and questions/activities.</p> <p>Research</p> <p>Open Ended Questions</p> <p>Unit outline</p> <p>Note book entries</p> <p>Daily/weekly grading rubric for professionalism and unit assignments</p> <p>Group and individual menu /restaurant planning governance projects</p>	<p>Portfolio entries of unit work including menu projects</p> <p>Application of learned material and demonstrated skill proficiency in the student run restaurant, the 5 Star Café</p> <p>Mid term exam</p> <p>Final exam</p>
9-12.9.1.A.1-5; B.2-5 9-12.9.2.A.2-3; B.2; C.2; D.1,5; E1-8; F.2-5	As all food service operations begin with “the menu”, the process of successful menu planning and development has multiple considerations and influences.	<p>What are the components of a needs assessment and a market survey? How would you complete one?</p> <p>How do the audience, theme, colors, textures, tastes and costs influence the menu design?</p> <p>How does menu language and formatting influence authoring the different types of menus and projected success?</p> <p>Do the published menu and its presentation project the desired ambiance and theme?</p>	<p>Anticipatory set</p> <p>Analysis report of reviewed menu and restaurant projects</p>	<p>“Fundamentals of Menu Planning” (class text) chapter reading assignment</p> <p>Research</p> <p>Management week menu project</p> <p>Do Now Math: calculating menu /recipes costs</p> <p>Class critique and discussion of menus</p> <p>Daily/weekly grading rubric for professionalism</p> <p>Group/ individual menu/ governance projects for catering and community service.</p>	<p>Authentic Portfolio assessment of entries including needs assessment and market survey related to menu and governance projects</p> <p>Mid term exam</p> <p>Final exam</p>

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
12.9.1.A.2,3,5; B.1-5; 12.9.2.A.3-5; B.2, 3	Functional facility design supports physical environment requirements, demographic feasibility and professional practicality.	<p>When designing a functional and profitable foodservice facility, what support factors should be considered?</p> <p>Considering space allocations and work centers, what support, physical and environmental factors need to be researched?</p> <p>How does the menu determine design standards for front and back of the house?</p> <p>How does the menu audience influence the cost factor for purchasing small wares, equipment, and furniture?</p> <p>How do you formulate a business/financial plan for foodservice operation?</p> <p>What are the national, state, and local codes and regulations that must be adhered to when planning a food service facility?</p>	<p>Anticipatory set</p> <p>Analysis report of reviewed menu and restaurant projects</p>	<p>“Fundamentals of Menu Planning” (class text) chapter reading assignment</p> <p>Internet research of codes and regulations</p> <p>Financial plan and financing proposal</p> <p>CAD floor plans for front and back house</p> <p>Equipment and small wares lists based on “the menu”</p> <p>Class critique and discussion of restaurant front and back house plans based on “the menu”</p> <p>Daily/weekly grading rubric for professionalism</p> <p>Group/individual menu/governance projects.</p>	<p>Authentic Portfolio assessment of entries including CAD floor plans, equipment and small wares lists, décor and theme project, financial and work plan and governance projects</p> <p>Mid term exam</p> <p>Final exam</p>

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9-12.9.2.B.1-3; C.1-2; D.1-5; E.1-8	Creating a structure for the management of human resources must be an on-going process of projection, analysis, and evaluation.	<p>What qualities should a manager develop for governance of a foodservice facility?</p> <p>What educational degrees, requirements, and certifications are appropriate for careers in foodservice management?</p> <p>How do marketing strategies affect menu sales and profits?</p> <p>What research could be done into the psychology of sales and service to aid in the development of foodservice governance skills?</p>	<p>Management career presenter/sp eaker</p> <p>Management pre test</p>	<p>“In basket” management activities</p> <p>Career exploration activities through Skills USA</p> <p>Task analysis project</p> <p>Scheduling and work plan activities</p> <p>Menu implementation with front and back house activities</p> <p>Ordering and receiving food and supplies</p> <p>Projections and analysis of menu items and plate return</p> <p>Marketing strategies</p> <p>Business communications</p> <p>Human resources</p>	<p>Authentic portfolio assessment of project entries into career portfolio</p> <p>Mid term exam</p> <p>Final exam</p>

**Freehold Regional High School District
Course Proficiencies and Pacing**

Menu Planning and Hospitality Governance

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Developing a Food Service Operation using Industry Standards for Menu Planning	<p>Basic menu planning strategies driven by industry standards are critical for building the foundation of a foodservice operation.</p> <p>1. Students will identify the components of a menu and facility and develop a work plan for successful hospitality governance of a foodservice operation.</p>	4 weeks On going
Unit #2: Professionalism in Hospitality Governance and Facility Planning	<p>Standards must be established in the planning of a menu/foodservice operation and implemented through professional hospitality governance.</p> <p>1. Students will demonstrate their professionalism through the use of technology, portfolio development, public speaking, business communications, and research methods.</p>	7 weeks On going
Unit #3: Menu Planning and the Needs Assessment	<p>The process of successful menu planning and development has multiple considerations and influences.</p> <p>1. Students will develop a menu which will serve as a “starting point” for a full-service restaurant.</p>	7 weeks On going
Unit #4: Facility Development	<p>Functional facility design supports physical environment requirements, demographic feasibility and professional practicality.</p> <p>1. Students will design the front and back house of their restaurant based on “the menu”.</p>	8 weeks On going
Unit #5: Management Structure and Development	<p>A structure for the management of human resources must be an on-going process of projection, analysis, and evaluation.</p> <p>1. Students will identify management principles and strategies and apply them to the operation of the student-run restaurant; community service projects and career portfolio development.</p>	8 weeks On going

**Freehold Regional High School District
Menu Planning and Hospitality Governance**

Unit # 1: Developing a Foodservice Operation Using Industry Standards for Menu Planning

Enduring Understanding: Basic menu planning strategies driven by industry standards are critical for building the foundation of a foodservice operation.

Essential Questions: Why do all foodservice operations start with the menu?

Considering the diverse types of foodservice operations, how do the strategies for menu planning differ?

Historically, 95% of all foodservice operations fail in the first year, what avenues of valid research should be considered when planning a foodservice operation?

Unit Goal: Students will identify the components of a menu and facility and develop a work plan for successful hospitality governance of a foodservice operation.

Duration of Unit: 4 weeks and on going

NJCCCS: 9-12.9.1.A.1-5; B.2-5; 12.9.2.A.2-3; B.2, C.2; D.1, 5, F.2-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the different styles and types of menus? How do the styles and types of menus determine the foodservice operation design and layout? What types of research and technology are available to create the menu which guides the concept/design of the foodservice facility? What strategies and work plans are necessary for developing a foodservice operation which always starts with a menu? What public agencies would oversee the training requirements and certifications for successful hospitality governance? Considering the varied types of foodservice operations, what specific training/certifications are necessary for a professional and successful foodservice operation?</p>	<p>Describe the components of the menu and the impact on the design of the foodservice operation in which it will be delivered. Analyze menu styles, themes, and designs to determine appropriate applications. Explore technology options for professional use in hospitality governance. Research guidelines set out by the National Restaurant Association, Better Business Bureau, Chamber of Commerce, Local Board of Health, State Dept. Of Health and Senior Services Modern day food service operations are mandated by local, state and federal laws to have a “licensed sanitation manager”. The National Restaurant Association has developed a national certification program through their course book/program ServSafe. This program epitomizes the professional standards for successful management of a modern day food service operation.</p>	<p>ServSafe Course book Student portfolio Newspapers Trade journals Videos Internet and computer lab media presenter Menu Planning textbook</p>	<p>Lecture and class discussion on a foodservice operation based on “the menu.” College and professional presenters through the national Skills USA Club. Educational excursion to corporate managed food service operation. Research the foodservice operation types and their governing and regulatory criteria which affect the menu for the following: institutions; schools; fast food; fine dining; commercial; corporate; hotels, and resorts. Read, analyze and answer review questions in the National Restaurant Association’s <i>ServSafe</i> Course book. Prepare a safety training power point demonstration/presentation for Culinary 1 students. (Peer Teaching) relevant to ServSafe training. Maintain management records for safety and sanitation documentation such as: Check temperatures of stored and prepared foods. Record and check with Regulatory Agency guidelines if temperatures are out side of the <i>Danger Zone</i>. Demonstrate safe food handling and storing practices at all times. Demonstrate and apply professional management skills to the daily operation of the front house dining room and back house kitchen brigade</p>	<p>Certification exam: ServSafe for national licensure as sanitation manager. Worksheets Project assessments Article summaries Notebook assessments Responses to discussion questions Journal assessments Teacher observation and mentoring of management skills</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

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Menu Planning and Hospitality Governance**

Unit # 2: Professionalism in Hospitality Governance and Facility Planning

Enduring Understanding: Standards must be established in the planning of a menu/foodservice operation and implemented through professional hospitality governance.

Essential Questions: What are accepted research methods and valid reference sources, publications, and organizations to plan a foodservice facility?
 What information and materials are needed to create a summative career portfolio for menu planning and hospitality governance?
 What are the legal and professional influences in business communication, menu deliverance, and facility planning?
 How does the use of advanced technology enhance the professional persona?

Unit Goal: Students will demonstrate their professionalism through the use of technology, portfolio development, public speaking, business communications, and research methods.

Duration of Unit: 7 weeks and on going

NJCCCS: 9-12.9.1.A.-5; B.2-5, 9-12.9.2.A.2-3; B.2; C.2; D.1, 5; F.2-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How would valid reference sources, publications, and organizations for facility planning be located? What steps would be taken to create a summative career portfolio for menu planning and hospitality governance? How do legal and professional inferences in business communications, menu deliverance, and facility planning determine the level of success of a foodservice operation? How does a basic understanding of advanced technology aid in developing a professional persona?	Gather data that will validate reliable sources for organizing and planning the menu and foodservice operation. Describe the components of a summative portfolio and valid entries. Document research, menu models, safety/sanitation strategies, business communications and all projects to be included in portfolio. Analyze and practice identifying legal issues in menu design and facility planning. Verbal presentations of projects, personnel training, and community service events. Acceptable presentation of data and communications are enhanced by the use of modern-day technology.	Classroom text: "Menu Planning and Cost Control" Internet and Computer lab Trade journals Summative portfolio samples which include: business communications Food service law text books Camcorder to video tape student verbal presentations Flash drives Resume quality papers and office supplies to compile and present portfolio	Teacher will provide outline and items to be included in student summative portfolio. Model samples of summative portfolios will be displayed for student review. Students will be provided with flash drives to save and edit their professional work which will be done in the academy computer lab which will be included in their portfolio. Oral presentations will be video taped. Students will develop a management training session based on the National ServSafe course book. Students will work in groups to evaluate team members' work for legal inferences and readability.	Outlines and worksheets Project assessment Teacher observation of group assignments Summative Authentic portfolio assessment

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Menu Planning and Hospitality Governance**

Unit # 3: Menu Planning and Needs Assessment

Enduring Understanding: The process of successful menu planning and development has multiple considerations and influences.

Essential Questions: What are the components of a needs assessment and a market survey how would you complete one?

How do the audience, theme, colors, textures, tastes and costs influence the menu design?

How does menu language and formatting influence authoring the different types of menus?

Do the published menu and its presentation project the desired ambiance and theme?

Unit Goal: Students will develop a menu which will serve as a “starting point” for a full-service restaurant.

Duration of Unit: 7 weeks and on going

NJCCCS: 9-12.9.1.A-5, 9-12.9.1.B.2, 9-12.9.1.B.3, 9-12.9.1.B.4.a-4.e, 9-12.9.1.B.4.g, 9-12.9.1.B.4.j, 9-12.9.1.B.5, 9-12.9.1.2, 9-12.9.1.3, 9-12.9.2.A.2, 9-12.9.2.A.3, 9-12.9.2.B.2, 9-12.9.2.C.2, 9-12.9.2.D.1, 9-12.9.2.D.5, 9-12.9.2.F.2-5, 9-12.9.2.E.1, 9-12.9.2.E.2, 9-12.9.2.E.4-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What factors should be considered when exploring a theme and menu for a restaurant?</p> <p>How do you conduct a needs assessment?</p> <p>Based on the needs assessment, what type of menu would you propose?</p> <p>What are menu categories?</p> <p>Why are menu food items driven by the following considerations: audience, taste, texture, color, and cost?</p>	<p>Develop a concept/theme for a restaurant based on “the menu”.</p> <p>Conduct an informal needs assessment.</p> <p>Design and publish a marketable menu according to industry standards.</p> <p>Determine pricing for the menu.</p> <p>Research descriptive menu language, menu 2, menu formats, and influences.</p>	<p>Culinary library: samples of menus and restaurant concepts</p> <p>Menu samples from local, resort and chain restaurants</p> <p>Internet /Computer lab</p> <p>Office supplies Class room test</p> <p>National restaurant Association Monmouth and Ocean County Chef’s Association</p>	<p>Chef instructor lecture and explanation of criteria for menu planning.</p> <p>Display of working menus to be reviewed and evaluated by students.</p> <p>Worksheets to “break down” the components of a menu.</p> <p>Students will author menus, both individually and in groups.</p> <p>Students will customize menus for catered events and community service events.</p> <p>Recipe Costing sheets will be completed to determine menu pricing. Students will practice descriptive menu writing and critique peer menus.</p>	<p>Rubric grading of menu projects</p> <p>Teacher observation of group work and critique</p> <p>Customer evaluations/comments</p> <p>Guest chef evaluators</p> <p>Authentic portfolio assessment</p> <p>Mid term exam</p> <p>Final exam</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
Menu Planning and Hospitality Governance**

Unit #4: Facility Development

Enduring Understanding: Functional facility design supports physical environment requirements, demographic feasibility and professional practicality.

Essential Questions: When designing a functional and profitable foodservice facility, what support factors should be considered?
 Considering space allocations and work centers, what support, physical and environmental factors need to be researched?
 How does the menu determine design standards for front and back of the house?
 How does the menu audience influence the cost factor for purchasing small wares, equipment, and furniture?
 How do you formulate a business/financial plan for foodservice operation?
 What are the national, state, and local codes and regulations that must be adhered to when planning a foodservice facility?

Unit Goal: Students will design the front and back house of their restaurant based on “the menu”.

Duration of Unit: 8 weeks and on going

NJCCCS: 9-12.9.1.A.2-3, 9-12.9.1.A.5, 9-12.9.1.B.1.-2, 9-12.9.1.B.4.a-g, 9-12.9.1.B.4.i, 9-12.9.1.B.4.j, 9-12.9.1.B.5, 9-12.9.1.1-5, 9-12.9.2.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why is a market survey the logical first step in facility development?</p> <p>How do demographics, location, zoning, parking, and trash removal affect a foodservice operation plan?</p> <p>What are options for financial planning and marketing a foodservice operation?</p> <p>What should be considered when developing a foodservice operation concept?</p>	<p>Conduct a market survey.</p> <p>Research laws on zoning, parking, and trash removal.</p> <p>Develop a business plan.</p> <p>Develop a financial plan.</p> <p>Use CAD to design the front and back house based on “the menu”.</p> <p>Select appropriate equipment, small wares, china, service ware and furniture for the facility.</p> <p>Coordinate a color scheme; theme and décor for the restaurant.</p>	<p>Sample market survey</p> <p>Internet/computer lab</p> <p>Financial lending institutions consultants and informational materials.</p> <p>Classroom text</p> <p>Restaurant supply catalogues</p> <p>Drafting supplies</p> <p>Paint, flooring and fabric samples</p> <p>China and service ware samples</p>	<p>Explain market survey and have students draft a survey for their proposed restaurant</p> <p>Develop a business and financial plan</p> <p>Design front and back house floor plans based on “the menu”</p> <p>Compile a list with pricing of equipment, small wares, and furnishings needed to deliver the men</p> <p>Coordinate a theme and décor for the student proposed restaurant</p>	<p>Authentic portfolio assessment of all project entries</p> <p>Teacher observation and critique of drafts</p> <p>Mid term exam</p> <p>Final exam</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. • A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
Menu Planning and Hospitality Governance**

Unit #5: Facility Development

Enduring Understanding: A structure for the management of human resources must be an on-going process of projection, analysis, and evaluation.

Essential Questions: What qualities should a manager develop for governance of a foodservice facility?

What educational degrees, requirements, and certifications are appropriate for careers in foodservice management?

How do marketing strategies affect menu sales and profits?

What research could be done into the psychology of sales and service to aid in the development of foodservice governance skills?

Unit Goal: Students will identify management principles and strategies and apply them to the operation of the student-run restaurant; community service projects and career portfolio development.

Duration of Unit: 8 weeks and on going

NJCCCS: 9-12.9.2.B.1-3, 9-12.9.2.C.1-2, 9-12.9.2.D.1-5, 9-12.9.2.E.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What management and marketing strategies are accepted by the foodservice industry?</p> <p>How do you develop a career plan?</p> <p>What role do human resources play in the management structure design?</p> <p>What is “hospitality governance” and how does it apply to the “student-run” restaurant?</p>	<p>Model management styles.</p> <p>Develop marketing strategies for the Five Star Café, a student-run restaurant.</p> <p>Design and implement menus for student-run restaurant, community service projects, and competitions.</p> <p>Complete task analysis for front and back house positions.</p> <p>Inventory, order, and receive food products for the student-run restaurant and catered events.</p> <p>Coordinate all management duties, such as catering, student-run restaurant, and club events, through governance.</p>	<p>Class room text</p> <p>Internet and computer lab</p> <p>Licensed commercial fine dining restaurant</p> <p>Inventory lists; ordering/receiving sheets</p> <p>Catering forms</p> <p>Management evaluation and analysis forms and worksheets</p>	<p>Teacher lectures/ student note taking</p> <p>Videos modeling management principles</p> <p>Students will be directed to complete task analysis of jobs in the student run restaurant</p> <p>Students will assume “management positions in the student run restaurant’</p> <p>Student will organize and manage special catered events and community service projects</p>	<p>Teacher observation</p> <p>Authentic portfolio assessment</p> <p>Rubric evaluation of professionalism in management</p> <p>Mid term exams</p> <p>Final exams</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. • A wide variety of assessments and strategies complement the individual learning experience. 				