Unit 08: Let's Party

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will plan from a theme to cleaning of a party. They will learn the importance of planning, organization, teamwork and creativity in order to have a successful event. They will also learn how to set a proper table and how to practice proper etiquette when dining out. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

FCSE.9-12.9.5.3	Prepare food for presentation and assessment.
FCSE.9-12.9.3.6	Critique the selection of foods to promote a healthy lifestyle.
FCSE.9-12.8.4.2	Apply menu-planning principles to develop and modify menus.
FCSE.9-12.4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- What makes an event a success?
- How does good teamwork between host, server, busser benefit the customer?

Essential Understandings

Students will understand that:

- according to Webster, a party is a group of people working together to establish or accomplish a task, a social gathering often with a specific theme or purpose.
- detailed planning is essential to hosting a successful event/ party.
- proper etiquette is important when dining out.

Students Will Know

- key terms: a la carte, gratuity, buffet, host, patronage, tray service, preset, hand service, family service, chafing dish, side work, etiquette.
- proper dinner table etiquette.
- how to set a proper table.
- the traits necessary for servers to have to provide excellent customer service.
- the differences between the styles of meal service.
- the side work that needs to be done before a service.

Students Will Be Skilled At

- recognizing the differences between the types of meal service in the food industry.
- identifying the traits necessary for servers to have to provide excellent customer service.
- following proper dinner etiquette

- hosting and planning a party.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Students will:

- meaningfully address the essential questions and guiding questions of this unit of study.
- meaningfully participate in guided question and answer sessions, group and individual discussions
- demonstrate an understanding of the purpose of the unit lesson(s) and apply key terms and concepts.
- participate in performance tasks
- demonstrate how to set a formal and informal table
- discuss table manners/ etiquette.
- demonstrate appropriate manners in various situations: business luncheon, tipping, prom, wedding dinner guest, etc.
- demonstrate napkin folding
- demonstrate menu writing format
- order and purchase food for an event/ party taking into account the five W's of the event: Who? What? When? Where? Why?
- compare menu offerings on 5 local restaurant menus and write a description of what type of customers each restaurant might attract.
- complete the unit assessment: The Dining Experience.
- be evaluated by the teacher through observation of performance.
- complete a self evaluation rubric of performance.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Engage students in discussion posing a question such as (but not limited to): "How would you feel if a dinner guest sat down, grabbed what he wanted to eat, and started to eat before others had even come to the table?" Lead students in considering the role of established rules for behavior
- Lead students in discussion on the importance of quality customer service by having them consider and share their personal experiences
- Have students create a list of side duties for all of the dining room staff and demonstrate the duties by dividing and rotating the tasks weekly by teams.
- Demonstrate napkin folding: The Bishop's Hat, The Flaming Flower, The Candlestick, The Water

Lily, and Twin Peaks.
- Administer unit quiz: The Dining Experience.
- Assign project (such as but not limited to): planning an event / party: Students will plan an event / party. They will select a theme; set a theme-inspired table scape; write and send invitations; write a menu; prepare a market order; order food for any necessary ingredients; prepare, serve, and clean up; conduct rubric for self-assessment. The guests will complete an evaluation at the end of the meal.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

- necessary kitchen and cooking equipment
- necessary recipes and ingredients
- Video: "Meal Planning for Special Occasions."
- Etiquette PowerPoint / corresponding study guide.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing