Unit 1: Culinary Leadership

Content Area: **Art**
Course(s):
Time Period: **MP1**
Length: **5 days**
Status: **Published**

Targeted Standards

HOSP.9-12.9.4.12.I.(1).1

Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.

HOSP.9-12.9.4.12.I.(1).2

Use knowledge of cultures and information from geographical studies to guide guest/customer service decisions.

HOSP.9-12.9.4.12.I.(1).3

Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.

HOSP.9-12.9.4.12.I.(1).7

Evaluate companies' standard operating procedures related to food and beverage production and guest services to understand how they help ensure the provision of quality products and services.

HOSP.9-12.9.4.12.I.(1).9

Demonstrate knowledge of ethical and legal responsibilities for guest/customer and employee conduct and explain their role in maintaining high quality standards in the industry.

HOSP.9-12.9.4.12.I.8

Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

HOSP.9-12.9.4.12.I.1

Apply active listening skills to obtain and clarify information.

HOSP.9-12.9.4.12.I.39

Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Rationale

The Culinary Leadership unit establishes the expectations for students as they transition from culinary students to culinary professionals. Students develop leadership, communication, organization, and management skills while reinforcing sanitation, knife safety, and kitchen professionalism. Students learn to operate within a commercial kitchen brigade, delegate responsibilities, manage production schedules, and lead teams during food production. This unit lays the foundation for all Culinary IV experiences by preparing students to successfully manage school cafés, catering events, banquets, and restaurant operations.

Essential Questions

Content Specific	Skills Specific
• What makes an effective kitchen leader? • Why is communication essential in food service? • How does organization improve production efficiency? • Why is professionalism important in the culinary industry?	• How do leaders motivate a kitchen team? • How can production schedules improve efficiency? • How are problems solved during service? • How can effective delegation improve kitchen operations?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Sanitation • Kitchen Safety • Knife Skills • Recipe Reading • Teamwork	• food safety • kitchen measurements

• Time Management	• banquet service

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

Mathematics

- Production scheduling
- Recipe scaling
- Time calculations
- Yield percentages

English Language Arts

- Reading technical documents
- Writing production schedules
- Reflective journaling
- Oral communication

Business Education

- Leadership
- Human resources
- Management
- Customer relations

Technology

- Digital production schedules
- Inventory management
- Recipe software
- Spreadsheet organization

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
N.Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
N.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
S.MD.B.7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
2.3.12.PS	Personal Safety
2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.