

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 6** Front of the House vs Back of the House

Course Code: 096806

### **COURSE INTRODUCTION:**

This course introduces students to one of the world's largest and fastest growing industries- the hospitality and tourism industry. Content includes information about the numerous segments of the hospitality industry, the many different areas of career opportunities and career paths. The interrelated nature of hospitality, travel and tourism are explored. Students are introduced to the different segments of the industry such as lodging and cruising, food and beverage service and management, club management, attractions and recreation, and assemblies and event management. It is the foundational course for advanced study in marketing, hospitality, culinary or tourism.

### **Course Rationale:**

To introduce students to the many different opportunities available in the hospitality and tourism industry students will need to develop performance competencies that will enable them to:

- a) construct meaning pertinent to various career paths and opportunities in the industry;
- b) communicate effectively with industry professionals, customers and fellow workers;
- c) solve problems based upon the needs of the customer;
- d) make ethical decisions; and
- e) assess the impact hospitality plays in society.

### **Guiding Principles:**

*Integrating Processes of Thinking, Communication, Leadership, and Management in Order to Apply Hospitality and Tourism Knowledge And Skills.*

1. Demonstrate components of critical thinking, creative thinking, and reasoning.
2. Evaluate effective communication processes in school, family, career, and community settings.
3. Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members through FCCLA, DECA, SkillsUSA.
4. Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5. Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
6. Demonstrate fundamentals for college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).

### **Course Essential Questions:**

1. What is the scope of the hospitality and tourism industry?
2. How does tourism play a foundational role in the various functions hospitality companies perform?
3. How do current events and trends impact the hospitality industry?

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<p><b>UNIT DESCRIPTION:</b> Unit 6 - FRONT OF THE HOUSE VS BACK OF THE HOUSE</p> <p>Students will study additional categories of restaurant and managed services opportunities and how they relate to the hospitality industry as a whole. The students will also begin career pathway research and write a self-reflection to explain why they believe a certain career path will fit their wants, needs, and personality.</p>	<p><b>SUGGESTED UNIT TIMELINE:</b> Approximately 3 days <b>CLASS PERIOD (min.):</b> 90 minutes per day</p>																				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What are the job positions in restaurants and managed services?</li> <li>2. What are the similarities and differences in the front-of-the-house and back-of-the-house job positions?</li> <li>3. In what ways do front-of-the-house and back-of-the-house positions work together to ensure quality customer service?</li> <li>4. What makes a restaurant fine dining, casual or quick service?</li> </ol>																					
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>	<b>CROSSWALK TO STANDARDS</b>																				
	<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th style="width: 25%; text-align: center;">CCTC.HT</th> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;">CCSS ELA Grade Level</th> <th style="width: 25%; text-align: center;">NSFCSE</th> <th style="width: 25%; text-align: center;">DOK</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Compare and contrast the roles of the front-of-the-house (FOH) versus the back-of-the-house (BOH) divisions in restaurants and managed services.</td> <td style="padding: 5px; text-align: center;">CCTC.HT.RFB.9</td> <td style="padding: 5px; text-align: center;">RST.9-10.9</td> <td style="padding: 5px; text-align: center;">10.1.1</td> <td style="padding: 5px; text-align: center;">3</td> </tr> <tr> <td style="padding: 5px;">2. Identify job positions in the front-of-the-house (FOH) for restaurant and managed services area.</td> <td style="padding: 5px; text-align: center;">CCTC.HT.RFB.9</td> <td style="padding: 5px; text-align: center;">RST.9-10.9</td> <td style="padding: 5px; text-align: center;">10.1.1</td> <td style="padding: 5px; text-align: center;">1</td> </tr> <tr> <td style="padding: 5px;">3. Identify job positions in the back-of-the-house (BOH) for restaurants and managed</td> <td style="padding: 5px; text-align: center;">CCTC.HT.RFB.9</td> <td style="padding: 5px; text-align: center;">RST.9-10.9</td> <td style="padding: 5px; text-align: center;">10.1.1</td> <td style="padding: 5px; text-align: center;">1</td> </tr> </tbody> </table>	CCTC.HT		CCSS ELA Grade Level	NSFCSE	DOK	1. Compare and contrast the roles of the front-of-the-house (FOH) versus the back-of-the-house (BOH) divisions in restaurants and managed services.	CCTC.HT.RFB.9	RST.9-10.9	10.1.1	3	2. Identify job positions in the front-of-the-house (FOH) for restaurant and managed services area.	CCTC.HT.RFB.9	RST.9-10.9	10.1.1	1	3. Identify job positions in the back-of-the-house (BOH) for restaurants and managed	CCTC.HT.RFB.9	RST.9-10.9	10.1.1	1
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services area.						
4. Classify characteristics of restaurants and managed services by type.		CCTC.HT.1		WHST.9-10.9	10.1.1	1
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p><b>FORMATIVE ASSESSMENT 1_</b> Front-of-the-House and Back-of-the-House identification</p> <p>The worksheet provides practice of information learned during direct instruction and classroom practice used in Instructional Activity 2</p> <p><b>FORMATIVE ASSESSMENT 2_</b> Identify the type of restaurant</p> <p>The worksheet provides practice following the instructional PowerPoint presented in class</p> <p><b>SUMMATIVE ASSESSMENT:</b> Front-of-the-House vs. Back-of -the-House self evaluation</p> <p>Career Path - As a hospitality student that has learned the types of foodservice and jobs available in foodservice, you should be able to begin formulating short and long-term education and experience goals and formulate a career pathway. Given the jobs you have learned about thus far and what you know about front and back-of-the-house employees you will write a one page paper analyzing yourself (attitude, personality, and interests), where will you fit best, what job do you see yourself having and how are you going to get there (work experience and education)?</p> <p>This is a summative evaluation that students will utilize all knowledge learned thus far in hospitality studies. The students will have to perform a self analysis of their personalities and identify which job positions will be best for their career.</p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>						
<b>Obj.#</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
1 2	1. INSTRUCTIONAL STRATEGY 1_ Formative Assessment 1- Direct instruction will be used to establish a base knowledge of Front-of-the- House and Back-of-the-House job opportunities and job descriptions					
1	2. INSTRUCTIONAL STRATEGY 2_ Cooperative and peer learning allow students to quiz each other using note cards with position titles and/or job descriptions, and identify positions from knowledge gained during direct instruction (Student procedure should be quiz,					

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2	quiz, trade)(see references in Unit Resources - Instructional Strategies).
4	3. INSTRUCTIONAL STRATEGY 3_PowerPoint to cover the types of restaurants and what characteristics place them in each type.
4	4. INSTRUCTIONAL STRATEGY 4_Formative Assessment 2 - Students will identify the types of restaurants discussed in the PowerPoint.
	5. INSTRUCTIONAL STRATEGY 5_Summative Assessment - Front-of-the-House vs. Back-of-the-House self evaluation.
<b>Obj.#</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1 2	1. INSTRUCTIONAL ACTIVITY 1_ Formative Assessment 1 - Following direct instruction, students will complete the Front-of-the-House vs. Back-of-the-House identification worksheet.
1 2	2. INSTRUCTIONAL ACTIVITY 2_ Students will group in two's or three's and make note cards with all front of house and back of house job titles on one side and job descriptions on the other. The students will then take turns identifying the job or description and include if that position is front of the house or back of the house.
4	3. INSTRUCTIONAL ACTIVITY 3_ Students will view the PowerPoint on types and characteristics of restaurants.
4	4. INSTRUCTIONAL ACTIVITY 4_Formative Assessment 2 _Identify the type of restaurant.
3	5. INSTRUCTIONAL ACTIVITY 5_Summative Assessment- Front-of-the-House vs. Back-of-the-House self evaluation.
<p><b>UNIT RESOURCES: (include internet addresses for linking</b></p> <p><b>Instructional Strategies: Rohrbeck, Ginsbur-Block, Fantuzzo, &amp; Miller (2003) :</b> <a href="http://www.amstat.org/publications/jse/v16n1/roseth.html">http://www.amstat.org/publications/jse/v16n1/roseth.html</a> (last visited; 2-5-2013)</p> <p><b>CCSS:</b>           <b>Common Core State Standards (CCSS)</b>, accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p><b>CCTC:</b>           <b>Common Career Technical Core (CCTC)</b>, accessed May 17, 2013 from <a href="http://www.careertech.org/career-technical-education/cctc/info.html">http://www.careertech.org/career-technical-education/cctc/info.html</a> (for HT codes)</p> <p><b>NSFCSE:</b>       <b>National Standards for Family and Consumer Sciences Education:</b>, accessed May 30, 2013 from <a href="http://www.nasafacs.org/national-standards-home.html">http://www.nasafacs.org/national-standards-home.html</a></p>	

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