

Culinary 1

Beam/Stribling

Full Nine Weeks

Name _____

Class Period _____

Employability Skills Portfolio-Culinary Arts 1-Mrs. Stribling

This unit will be worked on at home, over the course of the next 6 weeks. Each section is due at the end of each week. For Example: #1 Due: April 17th, #2 Due: April 24th. It is your responsibility to keep up with the project. Please upload to FOCUS, e-mail me at striblingk@leonschool.net, or turn into the drop box at the front of Leon High. Please write your name, period, and Teacher's name of each sheet turned in.

KEEP THIS RUBRIC IN YOUR NOTEBOOK SO YOU CAN TRACK YOUR GRADES!

Rubric for Portfolio Project:	Points Earned
1) Employability Skills Content – 50 points-Due: 4/17 a. Activity Guide 5.1 (Vocab) – 18 points b. Activity 3.5 – Keys for Key Terms – 32 points	Classwork Grade /50
2) Email/Letter of Intent – 50 points-Due: 4/24 a. Activity 4.7 – Writing Wrap Up – PART 1 – 16 points b. PART 2 – Rough Draft – 12 points c. Final Draft – printed – 22 points	Project Grade /50
3) Job Application – 25 points (5 points per page)-Due: 5/1 a. Printed neatly b. Use of blue or black ink c. Did not leave anything blank (.5 point deduction for each blank) d. Truthful	Classwork Grade /25
4) Resume – 50 points-Due: 5/8 a. Activity 5.4 – Rough Draft on back of sample – 12 points b. Final Draft Printed – 38 points (Short, contact information, education/training, experience, career objective, correct spelling and grammar, references, and neatly typed and printed.) List of Action Verbs – resource to keep – 5 points	Project Grade /55
5) Job Interview Class Notes – 12 points-Due: 5/15	Classwork Grade /12
6) Mock Interview – 20 points-Due:5/22 a. Interviewer or Interviewee i. Shake hands ii. Make eye contact iii. Speak clearly iv. Use good manners v. Answer thoughtfully and completely vi. Interviewer asks 3 Q's; Candidate asks 2 Q's	Project Grade /20

18 points

Chapter 5

Activity Guide

ACTIVITY 5.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Job application

A _____ a prospective employee fills out that provides a first _____ of what the applicant has to _____ and includes general _____ about the _____ and his/her employment _____.

Résumé

A written _____ of an applicant's experience, _____, and _____ that relate to the job being sought; a résumé _____ an employer _____ the applicant is the _____ person to _____ for the job.

Cover letter

A brief letter in which applicants _____ themselves to an _____.

Portfolio

A collection of _____ that _____ interests, talents, contributions, and studies; a portfolio is a good self-marketing _____ that displays an applicant's finest _____ and can also _____ relevant _____, transcripts, _____, and _____ the applicant might hold.

ACTIVITY 5.1 | FILL IN THE BLANK (continued)

Interview	_____ between an applicant and employer to discuss the applicant's _____ for the job; the interview is the applicant's _____ to "show his or her stuff" in person to a potential _____.
Punctuality	The state of _____ on _____ for an _____, such as a job interview.
Appearance	How someone _____, such as a person's _____ and _____; for an interview, it is important for an _____ to dress _____ and demonstrate good personal _____.
Good personal hygiene	Describes a person who looks _____ and _____, which gives the _____ that his or her _____ will also be _____ and _____.
Positive attitude	Showing _____ by _____ and staying _____ under _____; applicants who _____ and are _____ suggest that they will do their _____ with that same _____.
Good manners	Being _____ and _____ by observing the pleasant _____ of society, such as saying "_____,", "_____, you," and "_____, me" in the proper circumstances; displaying _____ manners is the _____ for business _____ and _____ that you will also act that way around _____ and _____.
Etiquette	The _____ way a _____ person should behave.
Closed questions	Questions that can be _____ with a simple _____ or _____ or with a brief, _____ statement.

ACTIVITY 5.1 | FILL IN THE BLANK (continued)

Open-ended questions

Questions that _____ people to _____, making them _____ more _____ and _____ them to _____ important information and valuable _____ about themselves; open-ended questions are usually thought-provoking, _____ people to _____ in-depth _____ and become actively _____ in the process.

Assessment tests

Tests that _____ a person's _____ in a given area; _____ assessment tests are usually executed _____ and test an applicant on things that are _____ to the organization, including _____ or more of four subject areas: _____ tests, _____ tests, _____ tests, and _____ tests. The requirement for most assessment tests (by law) is that each question is _____ to a _____ of the position a person is applying for.

Scholarship

A _____ or _____ aid _____ to a student for the purpose of attending an institution.

Financial aid

_____ assistance offered to students who apply, including _____, educational _____, and work study (working as a student for the school).

Work study

Working as a _____ for the _____ in _____ for _____ aid.

Free Application for Federal Student Aid (FAFSA)

The _____ students and parents must _____ out in order to _____ for _____ aid at any school that _____ federal funds (almost all of them); this _____ is used by the federal _____ to determine the total _____ of financial _____ for which an applicant _____.

Empathy The act of identifying with the feelings, thoughts, or attitudes of another person.

Feedback Helpful information that is given to someone to say what is working or needs to be improved about a particular action or performance; feedback is the primary tool that managers use to help employees understand what they are doing correctly and incorrectly in their jobs.

Chapter 4: Communication Skills

Communication The act of expressing information or thoughts to someone else, including both verbal (speaking and writing) and nonverbal communication (body language and gestures).

Verbal Describes communication through speaking and writing.

Nonverbal Describes communication through body language and gestures.

Interpersonal communication The act of people sharing their feelings, ideas, emotions, and information face-to-face with each other; any two-way communication that has immediate feedback—a conversation.

Listening The ability to focus closely on what another person is saying to summarize the true meaning of a message.

Introduction The first part of a written communication that gets the audience's attention, gives the reason for the message, identifies the topics of the message, and establishes the writer's point of view.

Body of the message This portion of written communication presents the content or topics of the message.

Conclusion The end part of a written communication, where the writer summarizes key points, calls for action, and identifies the benefits and value of the message.

Chapter 5: Beginning Your Career

Job application A document a prospective employee fills out that provides a first impression of what the applicant has to offer and includes general information about the applicant and his/her employment history.

Résumé (REH-zoo-may) A written summary of an applicant's experience, skills, and achievements that relate to the job being sought; a résumé tells an employer why the applicant is the best person to hire for the job.

Cover letter A brief letter in which applicants introduce themselves to an employer.

Portfolio A collection of samples that showcases interests, talents, contributions, and studies; a portfolio is a good self-marketing tool that displays an applicant's finest efforts and can also show relevant courses, transcripts, certifications, and licenses the applicant might hold.

Interview Meeting between an applicant and employer to discuss the applicant's qualifications for the job; the interview is the applicant's opportunity to "show his or her stuff" in person to a potential employer.

Punctuality The state of being on time for an appointment, such as a job interview.

Appearance How someone looks, such as a person's clothing and hygiene; for an interview, it is important for an applicant to dress appropriately and demonstrate good personal hygiene.

Good personal hygiene Describes a person who looks neat and clean, which gives the impression that his or her work will also be neat and clean.

Positive attitude Showing enthusiasm by smiling and staying calm under pressure; applicants who smile and are enthusiastic suggest that they will do their work with that same attitude.

Good manners Being considerate and thoughtful by observing the pleasant customs of society, such as saying “please,” “thank you,” and “excuse me” in the proper circumstances; displaying good manners is the basis for business etiquette and implies that you will also act that way around coworkers and customers.

Etiquette (EH-tah-kit) The proper way a polite person should behave.

Closed questions Questions that can be answered with a simple yes or no or with a brief, factual statement.

Open-ended questions Questions that encourage people to talk, making them feel more comfortable and encouraging them to share important information and valuable insight about themselves; open-ended questions are usually thought-provoking, requiring people to develop in-depth responses and become actively involved in the process.

Assessment tests Tests that evaluate a person’s ability in a given area; employment assessment tests are usually executed online and test an applicant on things that are important to the organization, including one or more of four subject areas: IQ tests, aptitude tests, psychological tests, and skills tests. The requirement for most assessment tests (by law) is that each question is related to a requirement of the position a person is applying for.

Scholarship A grant or financial aid award to a student for the purpose of attending an institution.

Financial aid Monetary assistance offered to students who apply, including grants, educational loans, and work study (working as a student for the school).

Work study Working as a student for the school in exchange for financial aid.

Free Application for Federal Student Aid (FAFSA) The application students and parents must fill out in order to qualify for financial aid at any school that receives federal funds (almost all of them); this application is used

by the federal government to determine the total amount of financial aid for which an applicant qualifies.

Chapter 6: Introduction to Food Safety

Foodborne illness A disease transmitted to people by food.

Foodborne-illness outbreak When two or more people get the same illness after eating the same food, an investigation is conducted by state and local regulatory authorities, and the outbreak is confirmed by laboratory analysis.

High-risk populations Certain groups of people that have a higher risk of getting a foodborne illness than others, such as elderly people, preschool-age children, and people with compromised immune systems.

Immune system The body’s defense against illness.

Hazard Something with the potential to cause harm.

Contamination Means that harmful things are present in food, making it unsafe to eat.

Pathogens Microorganisms that cause illness.

Microorganisms Small, living organisms that can be seen only through a microscope; most living things, including humans, carry microorganisms on, or in, their bodies.

Viruses The leading cause of foodborne illness, viruses can survive refrigerator and freezer temperatures and grow inside a person’s intestines after they are eaten. People can get viruses from food, water, any contaminated surface, or from other people. Examples of viruses that can cause foodborne illness include Hepatitis A and Norovirus.

Bacteria A common type of microorganism; several species of bacteria are pathogens that can cause infectious diseases. Examples of foodborne bacteria include *Salmonella* Typhi, nontyphoidal *Salmonella*, *Shigella* spp., and Shiga toxin-producing *E.coli* (STEC).

ACTIVITY 3.5 KEYS FOR KEY TERMS *(continued)*
Professional Image

Definition	Characteristics
Examples	Nonexamples

Prejudice

Definition	Characteristics
Examples	Nonexamples

Professionalism

Definition	Characteristics
Examples	Nonexamples

Workplace Ethics

Definition	Characteristics
Examples	Nonexamples

32 points

ACTIVITY 3.5 | KEYS FOR KEY TERMS

Directions

Using each key term, fill in the definition and identify its characteristics. Also, give examples and nonexamples.

Cultural Tendencies

Definition	Characteristics
Examples	Nonexamples

Stereotypes

Definition	Characteristics
Examples	Nonexamples

Feedback

Definition	Characteristics
Examples	Nonexamples

Bias

Definition	Characteristics
Examples	Nonexamples

Email/Letter of Intent - Part 1

16 points

ACTIVITY 4.7 WRITING WRAP-UP

Directions

Using the steps to effective writing, compose an email to a prospective employer about a job opportunity.

Steps to Effective Writing

1 Identify the audience.

2 Identify the purpose, what needs to be accomplished, and the action desired as a result of the written message.

3 Identify the situation and details. Ask the five "W" and "how" questions and write their answers.

Who?

Where?

Why?

What?

When?

How?

ACTIVITY 4.7 | WRITING WRAP-UP (continued)

Steps to Effective Writing

4 Identify the benefits to the message. How will it help the company, the reader, the customers, and the communicator (you)?

5 Identify the topics in a logical order, and group the details underneath each.

①

-
-
-

②

-
-
-

③

-
-
-

ACTIVITY 4.7 | WRITING WRAP-UP (continued)

Steps to Effective Writing

6 Write the main body:

Write the introduction:

Write the conclusion:

7 Read through the draft and edit and revise the content, grammar, spelling, flow, and readability. If necessary, ask someone else, such as a peer, to read the draft and make suggestions for improvement.

Describe any changes or edits here, and the plan to change the draft:

ACTIVITY 4.7 WRITING WRAP-UP (continued)

Steps to Effective Writing

8 Write the final draft:

Refer to "Part 2"

Then provide a Final Draft,
printed at the end of
this section.

Name _____ Period _____

Employability Skills Letter of Intent/Letter of Application

* Write a rough draft.
must include the following:

It should look like the following example. It

Rough Draft can be on the back of this worksheet.

3008 Elm Street
Glencoe, IL 00000
May 31, 200-

Mr. Ron Terelli,
Personnel Director
Good Grains Bakery
6245 Brent Street
Glencoe, IL 00000

Dear Mr. Terelli:

I am responding to your ad in last Sunday's *Journal*, seeking assistant bakers for the evening shift. I would like to apply for this position.

On May 15, I will graduate from Glencoe High School. In addition to required classes, I have taken culinary arts and computer science. I am an active member of the local Family, Career, and Community Leaders of America (FCCLA) chapter.

During my last year in high school, I was enrolled in a work experience program as an assistant baker at Marie's Donuts.

I would like to schedule an interview. You can reach me at home after 3 p.m. My telephone number is 555-555-5555. Thank you for considering me as a future employee.

Respectfully,

Carlos Fuentes
Carlos Fuentes

Ask for an
interview.

2 points

Sign your
name.

2 points

State your
phone
number.

2 points

State your
education
and experience.

2 points

2 points
State where you
learned about
the job.

2 points
State that
you want
to apply
for the
job.

25 points - 5/page - .5 point deduction for each blank.

ACTIVITY 5.3 THE JOB APPLICATION

Directions

Complete the sample job application.

THE SUPERSTAR COMPANY

Date Received: _____

Please fill completely. If the information does not apply, indicate N/A.

Personal Information

Last Name _____ First Name _____ Middle Name _____ Today's Date _____

Street Address _____ City _____ State _____ Zip Code _____

Home Phone: (_____) _____ - _____

Work Phone: (_____) _____ - _____

Other: (_____) _____ - _____

Are you a United States Citizen or legally eligible to work in the U.S.? _____ Yes _____ No

(If hired, you will be required to provide documentation that you are eligible to work in the U.S.)

Are you 18 or over? _____ Yes _____ No

Title of Position Applying For _____

Date Available to Work _____

Have you been previously interviewed or employed by the Superstar Company? _____ Yes _____ No

If Yes, list date(s) and job title(s): _____

Do you have any relatives currently working for the Superstar Company? _____ Yes _____ No

If Yes, list names and relationship to you: _____

Are you employed now? _____ If so, may we contact your present employer? _____

ACTIVITY 5.3 THE JOB APPLICATION *(continued)***Education**

Name and Location	# Years Completed	Major Area of Study	Degree/Diploma
High School			
College			
Graduate School			
Technical or Certificate Programs			

Employment History

Please provide the following information for your previous two employers, beginning with the most recent. (Please attach an additional page if necessary; do not use "see attached resume.")

Employer:	Dates Employed: From _____ To _____	Job Title:
Address:		
Telephone:	Job Duties:	
Weekly Pay:		
Reason for Leaving:		

ACTIVITY 5.3 THE JOB APPLICATION (continued)

[illegible]

ACTIVITY 5.3 THE JOB APPLICATION (continued)

Please list any special awards, honors, scholarships, or offices held.

References

Please list names of supervisors, managers, or others who can comment directly on your abilities.

Name	Address	Phone #	Relationship/ Occupation	Years Known

Please indicate whether you hold the following valid driver's licenses:

Class A _____

Class B _____

Class C _____

Driver's License Number: _____

State Issued: _____

ACTIVITY 5.3 THE JOB APPLICATION (continued)

Election of Veteran's Preference

Do you wish to claim a veteran's preference? _____ Yes _____ No

If so please check the preference you are claiming.

_____ Veteran (defined as a person separated under honorable conditions who has served on active duty for at least 181 days, or honorably discharged by reason of disability incurred while on active duty).

_____ Disabled Veteran (a veteran having a compensable service-connected disability as adjudicated by the U.S. Veterans Administration or the retirement board of one of the branches of the Armed Forces, with which the current disability is currently associated).

_____ Spouse of deceased veteran.

_____ Spouse of disabled veteran who is unable to use preference due to disability.

Note: If you elect to use veteran's preference, please enclose proper documentation establishing your right to claim the preference.

Signature _____ Date _____

The Superstar Company is an Equal Opportunity Employer. It is the policy of the Superstar Company not to discriminate in employment matters on the basis of race, creed, color, age, marital status, national origin, sex, or status with regard to public assistance or disability.

I certify that the facts set forth in this application for employment are true and complete to the best of my knowledge. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make investigation of my personal references.

Signature of Applicant _____

Date _____

ACTIVITY 5.4 BUILDING YOUR FIRST RÉSUMÉ

Directions

Use the following template and instructions as a guide to build a basic résumé.

* Rough Draft on the back *
12 points

BASIC RÉSUMÉ

[Your Name]

[Street Address, City, State, Zip Code] | [Telephone] | [Email]

OBJECTIVE

[Discuss the job for which the résumé is being reviewed. Do not forget to customize the objective as necessary for specific positions.]

QUALIFICATIONS

[List your skills and capabilities that relate to the job you are seeking.]

EXPERIENCE

[Job Title] — [Company Name]

[Dates from] — [to]

[This is the place for a brief summary of your key responsibilities and most stellar accomplishments.]

[Job Title] — [Company Name]

[Dates from] — [to]

[This is the place for a brief summary of your key responsibilities and most stellar accomplishments.]

EDUCATION

[School Name] — [Degree, Location]

[Dates from] — [to]

[You might want to include your GPA here and a brief summary of relevant coursework, awards, and honors.]

COMMUNICATION

[You delivered that big presentation to rave reviews. Don't be shy about it now! This is the place to show how well you work and play with others.]

LEADERSHIP

[Are you president of your student council, head of the chess team, or a lead in a rock band? You are a natural leader—tell it like it is!]

Resource - 5 points

List of Action Verbs for Resumes & Professional Profiles

Management/ Leadership Skills	supervised terminated	proposed publicized reconciled recruited referred reinforced reported resolved responded solicited specified spoke suggested summarized synthesized translated wrote	computed conserved constructed converted debugged designed determined developed engineered fabricated fortified installed maintained operated overhauled printed programmed rectified regulated remodeled repaired replaced restored solved specialized standardized studied upgraded utilized
administered analyzed appointed approved assigned attained authorized chaired considered consolidated contacted controlled converged coordinated decided delegated developed directed eliminated emphasized enforced enhanced established executed generated handled headed hired hosted improved incorporated increased initiated inspected instituted led managed merged motivated organized originated overhauled oversaw planned presided prioritized produced recommended reorganized replaced restored reviewed scheduled streamlined strengthened	Communication/ People Skills addressed advertised arbitrated arranged articulated authored clarified collaborated communicated composed condensed conferred consulted contacted conveyed convinced corresponded debated defined described developed directed discussed drafted edited elicited enlisted explained expressed formulated furnished incorporated influenced interacted interpreted interviewed involved joined judged lectured listened marketed mediated moderated negotiated observed outlined participated persuaded presented promoted	Research Skills analyzed clarified collected compared conducted critiqued detected determined diagnosed evaluated examined experimented explored extracted formulated gathered identified inspected interpreted interviewed invented investigated located measured organized researched searched solved summarized surveyed systematized tested	Teaching Skills adapted advised clarified coached communicated conducted coordinated critiqued developed enabled encouraged evaluated explained facilitated focused guided individualized informed instilled instructed motivated persuaded set goals simulated stimulated

List of Action Verbs for Resumes & Professional Profiles

taught
tested
trained
transmitted
tutored

Financial/ Data Skills

administered
adjusted
allocated
analyzed
appraised
assessed
audited
balanced
calculated
computed
conserved
corrected
determined
developed
estimated
forecasted
managed
marketed
measured
planned
programmed
projected
reconciled
reduced
researched
retrieved

creative skills
acted
adapted
began
combined
conceptualized
condensed
created
customized
designed

developed
directed
displayed
drew
entertained
established
fashioned
formulated
founded
illustrated
initiated
instituted
integrated
introduced
invented
modeled
modified
originated
performed
photographed
planned
revised
revitalized
shaped
solved

Helping skills

adapted
advanced
aided
answered
arranged
assessed
assisted
cared for
clarified
coached
collaborated
contributed
cooperated
counseled
demonstrated
diagnosed
educated
encouraged

ensured
expedited
facilitated
familiarize
furthered
guided
helped
insured
intervened
motivated
provided
referred
rehabilitated
presented
resolved
simplified
supplied
supported
volunteered

Organization/ Detail Skills

approved
arranged
cataloged
categorized
charted
classified
coded
collected
compiled
corresponded
distributed
executed
filed
generated
implemented
incorporated
inspected
logged
maintained
monitored
obtained
operated
ordered

organized
prepared
processed
provided
purchased
recorded
registered
reserved
responded
reviewed
routed
scheduled
screened
set up
submitted
supplied
standardized
systematized
updated
validated
verified

More verbs for Accomplishments

achieved
completed
expanded
exceeded
improved
pioneered
reduced (losses)
resolved (issues)
restored
specialized
succeeded
surpassed
transformed
won

Job Interview Class Notes

Culinary Arts

What are the 3 things that will help you do well in an interview?

1)Be prepared.

2)Be positive

3)Be relaxed

What is the proper etiquette of introducing yourself to your interviewer?

- 1) Shake hands firmly
- 2) Remain standing until they offer you a seat.

When making eye contact with your interviewer, what does this show?

It shows you are listening and interested.

- Speak clearly. Use of correct grammar and avoid slang or buzz words. Make sure to answer each question completely and thoroughly.

- Use good office manners. Sit up straight, with both feet on the floor.

- Avoid nervous gestures. Never chew gum during and interview.

What should you not do when an interviewer is speaking?

- **Do not interrupt them.**

What should you do if you do not understand something being asked?

- **Ask for clarification.**

When is a good time to ask about rate of pay and employee benefits, such as vacation time?

- End of interview

What needs to be done, regardless of how the interview ends?

- **Thank the interviewer**

List four ways that an interviewer may signal the end of the interview?

- 1) You may be contacted later.
- 2) You may be asked to contact them.
- 3) You may be offered the job.
- 4) You may not get the job.

What are some things that need to be done after the interview?

- Send them a thank you,
- Follow up
- Review session

List three options of how you could respond to a job offer.

- Accept the offer.
- Ask for time to consider.
- Turn down the offer.

Name _____ Period _____

Mock Interview

- 1) Pair up with a partner or partners (2-3 people total in a group).
- 2) Complete the Job Interview Class Notes.
- 3) Write out at least five questions you could ask your partner as if you were the employer and you were looking to hire someone for your food industry position. The five mock interview questions can be written on the back of this paper.
- 4) Participate in the Mock Interview. Practice some of the skills learned in class on how you should act and what you should say during a real interview. Answer five of the questions your partner has created for you to answer. Pay attention to body language and your communication skills. (Mock interview should not be longer than 10 minutes.) The Mock Interview Behavior Rubric is listed below.

Mock Interview Behavior Rubric	Each section is worth 5 points	Comments
Completion of Job Interview Class Notes		
Shake hands, good eye contact, & show appropriate body language throughout the interview.		
Speak clearly, thoughtfully, and completely.		
Ask your employer questions about the job & have questions to ask when you are the employer doing the interview (At least 5).		
Total (20 points) :		

Job Interview Class Notes *12 POINTS*

- 1) What are the three things that will help you do well in an interview?
- 2) What is the proper etiquette of introducing yourself to your interviewer?
- 3) When making eye contact with your interviewer, what does this show?
- 4) Speak _____. Use of correct grammar and avoid slang. Make sure to answer each question completely and thoroughly.
- 5) Use good _____ manners. Sit _____, straight, with both feet on the floor.
- 6) Avoid _____. Never chew _____ during an interview.
- 7) What should you not do when an interviewer is speaking and what should you do if you do not understand something being asked?
- 8) When is a good time to ask about rate of pay and employee benefits, such as vacation time?
- 9) What needs to be done, regardless of how the interview ends?
- 10) List four ways that an interviewer may signal the end of an interview.
- 11) What are some things that need to be done after the interview?
- 12) List three options of how you could respond to a job offer.

Write your Mock Interview Questions that you will be asking here.

1)

2)

3)

4)

5)