

**BILLINGS PUBLIC SCHOOLS  
FAMILY CONSUMER SCIENCE  
CAFÉ PROTÉGÉ  
Adopted April 11, 2005**

**MISSION STATEMENT**

The Career Center is dedicated to providing Billings area students with an education that enhances vocational and academic skills to promote critical thinking, self discipline, and responsible citizenship.

**PHILOSOPHY**

Today's employers want employees who will be successful in tomorrow's economy. This culinary technology program, prepares our students to be effective leaders as well as responsible citizens. By integrating the specialized culinary skills of preparation, management, and service with the vital workforce demands of critical thinking, clear communication, business ethics and teamwork skills, a well rounded culinary professional is developed.

**LEARNING DOMAINS**

- I. The learner will prepare for a successful career.**
- II. The learner will demonstrate an understanding of successful customer relations.**
- III. The learner will demonstrate an understanding of methods to prepare and serve safe food.**
- IV. The learner will demonstrate an understanding of how to prevent accidents and injuries.**
- V. The learner will demonstrate proficiency in kitchen basics.**
- VI. The learner will demonstrate appropriate use and care of food service equipment.**
- VII. The learner will demonstrate an understanding of nutrition and wellness.**
- VIII. The learner will demonstrate an understanding of the preparation of breakfast food and sandwiches.**
- IX. The learner will develop an awareness of how to appropriately work with people.**
- X. The learner will demonstrate an understanding of the preparation of salads and garnishes.**
- XI. The learner will incorporate an understanding of business math.**
- XII. The learner will demonstrate an understanding of the preparation of fruits and vegetables.**
- XIII. The learner will demonstrate an understanding of methods for controlling food service costs.**
- XIV. The learner will demonstrate an understanding of legal restrictions on alcoholic beverages.**

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**Learner Objectives**

**I. The learner will prepare for a successful career.**

1. Student will state in their own words the importance of service to success in the hospitality industry.
2. Student will list the elements of excellent service and list examples.
3. Student will state the difference between school and workplace environments.
4. Student will create a list of workplace guidelines.
5. Student will give examples of career opportunities in the food service industry.
6. Student will make a list of qualities of successful food service employees.
7. Student will outline a plan for an effective job search.
8. Student will be given a list of effective cover letter elements, and writing a cover letter.
9. Student will demonstrate networking skills.
10. Student will compile the best examples of their work into an electronic portfolio.
11. Student will write a resume that lists their skills and competencies.
12. Student will read and complete a college application form.
13. Student will read and complete a job application form.
14. Student will list the steps to an effective job interview.
15. Student will explain the follow-up steps for a job interview.
16. Student will list the steps to an effective job interview.
17. Student will state their interpretation of a first day on the job.
18. Student will outline the steps to resigning a job.

**II. The learner will demonstrate an understanding of successful customer relations.**

19. Student will recognize and state the importance of service to food service.
20. Student will list the reasons and the ways to make a positive first impression in the food service industry.
21. Student will describe a variety of customers that may have special needs.
22. Student will distinguish between effective and ineffective communication with customers by give examples.
23. Student will explain how customer satisfaction directly affects the restaurant's success.
24. Student will outline the service planning process.

**III. The learner will demonstrate an understanding of methods to prepare and serve safe food.**

25. Student will list reasons why it is important to keep food safe.
26. Student will describe good personal hygiene and how it affects food safety.
27. Student will list the steps to proper hand washing.
28. Student will give examples of potentially hazardous food.
29. Student will categorize and describe the microorganisms that cause food borne illnesses.

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**III. The learner will demonstrate an understanding of methods to prepare and serve safe food. (cont.)**

30. Student will identify and list ways chemical and physical hazards can contaminate food.
31. Student will distinguish between situations in which contamination and cross contamination occur.
32. Student will list the conditions under which bacteria multiply rapidly and using the letters FAT TOM.
33. Student will explain how time and temperature guidelines can reduce growth of microorganisms.
34. Student will define the food temperature danger zone and list temperatures that falls into that zone.
35. Student will differentiate among types of thermometers and demonstrate how to use them.
36. Student will list the seven principles of Hazard Analysis Critical Control Point (HCAAP) food safety system.
37. Student will outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.
38. Student will compare different types of storage areas found in foodservice operation.
39. Student will define the difference between clean and sanitary.
40. Student will state procedures for cleaning and sanitizing tools and equipment.

**IV. The learner will demonstrate an understanding of how to prevent accidents and injuries.**

41. Student will state who is legally responsible for providing a safe environment and ensuring safe practices.
42. Student will define the role of Occupational Safety and Health Administration (OSHA) regulations.
43. Student will state in their own words the Hazard Communication Standard requirements for employers.
44. Student will identify electrical hazards that contribute to accidental fires.
45. Student will classify different types of fires and fire extinguishers.
46. Student will outline proper actions to take in the event of a fire at a food service operation.
47. Student will describe the ways to prevent burns.
48. Student will list hazards that contribute to injury due to slips, trips, or falls.
49. Student will outline proper procedures for cleaning up spills on floors.
50. Student will demonstrate how to safely use ladders.
51. Student will demonstrate proper lifting and carrying procedures to avoid injury.
52. Student will locate and list the hazards which can cause cuts.

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**IV. The learner will demonstrate an understanding of how to prevent accidents and injuries. (cont.)**

53. Student will demonstrate correct and safe use of knives.
54. Student will list safe driving techniques.
55. Student will outline basic first aid concepts and procedures.
56. Student will explain the importance of the general safety audit.
57. Student will explain the importance of completing standard reports for any accident or illness at the operation.
58. Student will list ways to use protective clothing and equipment to prevent illness.

**V. The learner will demonstrate proficiency in kitchen basics.**

59. Student will identify the components and functions of a standardized recipe.
60. Student will convert recipes to yield smaller and larger quantities.
61. Student will describe the use of common liquid and dry measuring tools.
62. Student will explain the difference between customary and metric units of measure.
63. Student will apply effective *mise en place* through practice.
64. Student will identify different functions of several types of knives and demonstrate proper uses.
65. Student will list common spices and herbs and describe their uses.
66. Student will describe and demonstrate several basic per-preparation techniques, including clarifying butter, separating eggs, whipping egg whites, and making parchment liners.
67. Student will describe dry-heat cooking methods and list the foods to which they are suited.
68. Student will describe moist-heat cooking methods and list the foods to which they are suited.
69. Student will describe combination cooking methods and list foods to which they are suited.

**VI. The learner will demonstrate appropriate use and care of food service equipment.**

70. Student will demonstrate how to use scales and carts to receive food and supplies.
71. Student will demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales and scoops.
72. Student will demonstrate how to properly sharpen and use different types of knives.
73. Student will give examples of preparing foods using pots and pans.
74. Student will explain how to store food supplies properly on shelves and in refrigerators and freezers.
75. Student will demonstrate how to cut and mix food using standard kitchen equipment.
76. Student will compare and contrast cooking food using various types of streamers, broilers, griddles, grills, ranges, fryers, and ovens.

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**VI. The learner will demonstrate appropriate use and care of food service equipment.**  
(cont.)

77. Student will outline how to hold and serve food and beverages using kitchen equipment.
78. Student will compare and contrast the features of dishwashing machines.
79. Student will outline the order in which food and supplies flow through a food service.
80. Student will demonstrate proper cleaning and sanitizing of food service equipment and utensils.

**VII. The learner will demonstrate an understanding of nutrition and wellness.**

81. Student will characterize the roles of carbohydrates, fiber, starch and fats in people's diets and identify sources of each.
82. Student will describe cholesterol and list food in which it is found.
83. Student will characterize the roles of proteins, water, vitamins, and minerals in people's diets and identify sources of each.
84. Student will differentiate between complete and incomplete proteins.
85. Student will use recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.
86. Student will describe a healthy diet.
87. Student will interpret information on a nutrition label.
88. Student will identify recipes that preserve nutrients in quantity cooking.
89. Student will suggest ways to make recipes more healthful.
90. Student will suggest healthful substitutes for high-fat and high-carbohydrate ingredients.

**VIII. The learner will demonstrate an understanding of the preparation of breakfast food and sandwiches.**

91. Student will explain and demonstrate how to keep milk products safe and sanitary.
92. Student will differentiate between butter and margarine by list characteristics of each.
93. Student will distinguish among several different types of cheeses and give examples of each.
94. Student will list the characteristics of eggs, including size and grade.
95. Student will prepare and serving eggs using a variety of cooking methods.
96. Student will describe the ways to keep eggs and egg products safe and sanitary.
97. Student will prepare pancakes, crepes, waffles, and French toast.
98. Student will prepare ham, hash, grits, cold cereals, oatmeal and sausage.
99. Student will prepare coffee, tea, and cocoa.
100. Student will give examples of different types of sandwiches, including simple hot, open-faced, hors d'oeuvres, and grilled, deep-fried, and simple cold.
101. Student will explain the roles of the three components of a sandwich: bread, spread and filling.

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**VIII. The learner will demonstrate an understanding of the preparation of breakfast food and sandwiches. (cont.)**

- 102. Student will develop a list of sanitation procedures for preparing sandwiches.
- 103. Student will list the necessary tools and equipment to make sandwiches at a sandwich station.
- 104. Student will prepare common sandwich spreads and fillings.
- 105. Student will demonstrate preparation of several types of sandwiches.

**IX. The learner will develop an awareness of how to appropriately work with people.**

- 106. Student will explain how stereotypes and prejudices can negatively affect how people work together.
- 107. Student will list and demonstrate effective legal interviewing skills.
- 108. Student will state the importance of having new employee orientation.
- 109. Student will describe common elements of orientation programs.
- 110. Student will summarize and discussing effective group and on-the-job training.
- 111. Student will list and apply effective techniques used in performance evaluations.

**X. The learner will demonstrate an understanding of the preparation of salads and garnishes.**

- 112. Student will identify and describe various ingredients to make salads.
- 113. Student will demonstrate the design of attractive salads.
- 114. Student will classify and compare types of salads served at different points in the meal.
- 115. Student will demonstrate appropriate methods to clean salad greens.
- 116. Student will design a procedure to prepare and store salads properly.
- 117. Student will differentiate between various oils and vinegars.
- 118. Student will demonstrate the preparation of vinaigrette.
- 119. Student will list the ingredients of and prepare an emulsified salad dressing.
- 120. Student will select ingredients to prepare mayonnaise.
- 121. Student will match dressings to salad greens and other ingredients.
- 122. Student will give examples of ingredients used to make dips.
- 123. Student will choose the ingredients and preparing several dips.
- 124. Student will give an example of a garnish.
- 125. Student will describe and prepare ingredients commonly used as garnishes.
- 126. Student will demonstrate garnishing plates.
- 127. Student will demonstrate the preparation of tipping for soups.

**XI. The learner will incorporate an understanding of business math.**

- 128. Student will be given a list of numbers, add, subtract, multiply, and divide using basic math operations.
- 129. Student will be given a list of fractions, decimals, whole numbers, and percents-add, subtract, multiply and divide.

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**XI. The learner will incorporate an understanding of business math. (cont.)**

130. Student will convert recipes from original yield to desired yield using conversion factors.
131. Student will be given a problem, approximating recipe yields.
132. Student will be given a set of numbers, convert between customary and metric units of measure.
133. Student will be given a problem, calculate as purchased (AP) and edible portions (EP) amounts.
134. Student will be given an example, calculate standard recipe cost and cost preserving.
135. Student will describe and give examples of controllable costs, fixed costs, and variable costs related to food and labor.
136. Student will be given a set of numbers, calculate depreciation.
137. Student will differentiate between the two categories of food purchase: perishable and non-perishable.
138. Student will outline and following basic receiving procedures.
139. Student will state the appropriate storage guidelines and temperatures for different perishable foods.
140. Student will outline proper techniques for portion control, including standard portion size, standardized recipe and standard portion costs.
141. Student will forecast sales by analyze and evaluating sales histories, popularity indices, and production sheets.
142. Student will list factors contributing to labor costs, such as employee turnover, business volume, and quality and quantity standards.

**XII. The learner will demonstrate an understanding of the preparation of fruits and vegetables.**

143. Student will identify, describe, and demonstrate the preparation of different types of fruit.
144. Student will identify, describe, and demonstrate the preparation of different types of vegetables.
145. Student will list and explain the USDA quality grades for fresh fruits and vegetables.
146. Student will demonstrate the procedures for properly storing ripe fruit, vegetables, roots and tubers.
147. Student will summarize ways to prevent fruit and vegetables from spoiling too quickly.
148. Student will match and cook fruit to appropriate methods.
149. Student will match and cook vegetables to appropriate methods.
150. Student will explain how to prevent enzymatic browning of fruit and vegetables.

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**XIII. The learner will demonstrate an understanding of methods for controlling food service costs.**

151. Student will analyze the relationship between costs and sales to determine food cost percentages.
152. Student will list the four steps in the process to control food costs.
153. Student will calculate projected revenue, average cover, and find revenue level.
154. Student will perform math computations to define cost/volume/profit relationships.
155. Student will calculate the average sales per customer.
156. Student will calculate total sales, including tip and tax.
157. Student will balance cash register receipts and finding actual receipts.
158. Student will determine dollar value of inventory.
159. Student will analyze five ways to determine closing inventory by perform math calculations.
160. Student will determine daily and monthly food costs.
161. Student will determine standard portion cost.
162. Student will determine selling prices using the food cost percentage method, average check method, contribution margin method and straight mark-up pricing method.

**XIV. The learner will demonstrate an understanding of legal restrictions on alcoholic beverages.**

163. Student will analyze the relationship between restaurant employees and the Billings Police Department's Minor Alcohol Prevention Program.
164. Student will understand the laws for the serving and selling alcoholic beverages.
165. Student will explain methods for the detection of false identifications.
166. Student will understand the procedures for reporting underage alcoholic consumption.
167. Student will analyze the legalities for refusing to serve alcoholic beverages to anyone.