

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

CULINARY ARTS I, II, III AND QUANTITY (Prep & Service) IV

CBEDS Code: 4420

JOB TITLES

DOT NO.

Manager, Food Service	187.167-106
Counter Attendant	311.477-014
Dining Room Attendant	311.677-018
Chef	313.131-014
Cook	313.361-014
Cook, School Cafeteria	313.381-030
Cook Helper	317.687-010
Caterer Helper	319.677-010

Course descriptions:

Culinary Arts I:

This course prepares students for entry-level occupations as assistant cooks, bakers, salad makers, cafeteria workers, food servers, cashiers, and/or institutional dish-up persons. A major emphasis is on service and care and maintenance of equipment.

Recommended Prerequisites: None

Culinary Arts II:

This course includes more advanced training in the same areas as Food Services I. It prepares students for entry-level occupations as assistant cooks, bakers, salad makers, cafeteria workers, food servers, cashiers, and/or institutional dish-up persons. A major emphasis is on service and care and maintenance of equipment.

Recommended Prerequisites: None

Culinary Arts III:

In this course students receive instruction in the preparation of specialty dishes that require greater skills and time than food prepared in Food Services I and II. Included is instruction in advanced meat cutting and cookery and sauces. Students prepare stocks, sauces and various types of soups. Also included are learning activities that involve menu planning, buying, the storage of food, portion control and restaurant accounting.

Recommended Prerequisites: None

Culinary Arts & Careers:

In this course students receive advanced training related to commercial foods in the areas of cashier/checker, assistant food service clerk, assistant chef, storeroom clerk, window/counter clerk, pastry chef, school lunch cook, banquet chef, foodbuyer and meat cutter. Students train in various stations at the school food service area, as well as area restaurants. All courses show the breadth of the food service and hospitality industry in the state.

Recommended Prerequisites: Culinary Arts I, II, or III

DURATION: 165-360 hours

CREDIT:

SCHOOLS OFFERED: Hughson, Modesto City Schools, Summerville, Turlock

RECOMMENDED INSTRUCTIONAL RESOURCES

Basic Text(s):

Culinary Essentials, Service Safe, Pro Start, Becoming a Food Service Professional

Pre-Management Program. Modules 1-25; National Restaurant Association, The Educational Foundation; Chicago, 1994.

Supplementary Text(s):

Pre-Management Program. Videos; National Restaurant Association, The Educational Foundation, Chicago, 1994.

Instructional Content

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

HoursCL=Classroom
CC=Comm. Class.

1. Communication.	Goal: The student will be able to use the basic academic skills of reading, writing, speaking & listening as required in the field of work.	Anchor/ CR	CTE	CL	CC
<ol style="list-style-type: none"> 1. Terminology used in the field. 2. Understanding relevant ideas, facts, theories & principles. 3. Reading, interpreting, & writing various documents used in the field. 4. Reading, interpreting, & preparing specialized written & display materials. 5. Sentence structure & proper mechanics of standard English. 6. Identifying & developing good communication skills. 	<ol style="list-style-type: none"> A. Read, interpret, & be able to use correct terminology associated with the food science, production, preparation, service & hospitality industry. B. Read, interpret, analyze &, as necessary, communicate relevant ideas, facts, theories & principles. C. Read, interpret, prepare and/or write notes, letters, employee forms, newspapers, periodicals, reference materials, instructions, employee manuals & directions. D. Read, interpret & prepare, as required, specialized forms, charts, graphs, tables, signs, schedules, codes, paychecks, catalogs & directories. E. Demonstrate the ability to convey verbal & written information in a clear, accurate, logical & complete manner using correct sentence structure & the proper mechanics of standard English. F. Identify & develop good communication skills. 	1.0 2.0-2.6 3.3 4.6 5.1 5.3 5.4 6.2 6.5 7.2 7.6 7.7 8.3 8.4 9.1-9.4 10.1 10.4 10.5 10.6 10.8 10.11 10.13 10.14 11.0- 11.5 CR 1, 2	B1.1 B1.4 B2.1 B2.3 B2.4 B3.2-3.6 B4.0-4.4 B5.0 B7.4 B8.0-8.3 B8.5 B9.4 B9.5 B12.1 B12.4	10- 30	0
2. Mathematics. <ol style="list-style-type: none"> 1. Review & test students' ability to perform computations & solve word problems using whole numbers & fractions. 2. Review & test students' ability to perform computations & solve word problems using decimals or percentages. 3. Interpreting symbols & using tools or equipment to weigh or measure materials. 4. Counting money & computing correct change. 5. Using support technology such as computers, calculators & cash registers in solving mathematical problems. 	Goal: The student will be able to use the basic mathematical skills as required in the field of work. <ol style="list-style-type: none"> A. Demonstrate the ability to perform computations & solve word problems that involve addition, subtraction, multiplication & division of whole numbers & fractions. B. Demonstrate the ability to perform computations & solve word problems using decimals or percentages. C. Demonstrate the ability to interpret symbols & accurately weigh or measure materials or objects using appropriate tools & equipment. D. Demonstrate the ability to count money & compute correct change. E. Demonstrate the ability to use support technology such as computers, calculators & cash registers in the solution of mathematical problems. 	1.0 10.3 10.7 CR 1, 2	B5.5 B6.7 B7.6 B9.1 B9.6 B9.7 B9.8 B10.3 B11.1- 11.6	0- 20	5
3. Science. <ol style="list-style-type: none"> 1. Chemical & physical reactions related to the field of work. 2. Recognizing the different forms of energy & show its relation to job 	Goal: The student will be able to apply basic concepts of science as necessary in the food science, production, preparation, service & hospitality industry & understand related technology & development in the field.	1.0 5.0 10.9 CR 1, 2	B7.4 B10.1 B10.2		

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<p>3. Science (Continued) tasks, job efficiency & energy-saving practices.</p> <p>3. Practical application of scientific principles to the field of work.</p> <p>4. Analyzing chemical & physical reactions observed in the field of work in terms of properties & characteristics of the observed substances.</p> <p>5. Review technological & scientific advances in the field of work & their impact on the industry.</p> <p>6. Ecological concepts & processes at the work site.</p>	<p>A. List examples of chemical & physical reactions related to food science, production, preparation, service & hospitality.</p> <p>B. Demonstrate the ability to recognize the forms of energy & apply & relate this knowledge to job tasks, job efficiency & energy-saving practices.</p> <p>C. Demonstrate an understanding of the principles of science related to the field of work.</p> <p>D. Analyze examples of chemical & physical reactions observed in the field of work in terms of properties & characteristics of the substances involved in the reaction.</p> <p>E. Understand technological & scientific advances related to the field of work & predict applications & impact on selected jobs in the food science, production, preparation, service & hospitality industry.</p> <p>F. Understand & apply ecological concepts & processes at the work site.</p>	Anchor	CTE	CL 0-20	CC 5
<p>4. Critical Thinking.</p> <p>1. Steps & procedures used in defining & clarifying issues or problems.</p> <p>2. Processes to clarify issues & problems.</p> <p>3. Processes to judge information in an impartial manner.</p> <p>4. Determining whether adequate information is available.</p>	<p>Goal: The student will be able to apply critical thinking skills to the field of work.</p> <p>A. Describe the steps & procedures involved in defining & clarifying issues or problems.</p> <p>B. Compare similarities & differences, determine relevant information, & formulate questions in order to clarify issues & problems.</p> <p>C. Recognize consistent, logical, unbiased, unemotional & credible facts in judging information related to problem solving.</p> <p>D. Determine whether the information is adequate to justify a conclusion & to predict probable consequences.</p>	1.0 5.0-5.4 CR 5		10-30	0
<p>5.1 Leadership - Leadership Skills</p> <p>1. Definition of leadership & identification of leadership characteristics needed in an organization & that applies to this field.</p> <p>2. Identifying characteristics of a good follower & employee.</p> <p>3. Factors that contribute to a positive self-concept & relationship in assuming leadership roles.</p> <p>4. Comparing & contrasting leadership, sportsmanship, & citizenship.</p> <p>5. Relationship of leadership, citizenship, & occupational skills to job success.</p>	<p>Goal: The student will develop & demonstrate leadership skills related to food science, production, preparation, service, & hospitality occupations.</p> <p>A. Define leadership & identify leadership characteristics that are needed in an organization & that would also apply to this occupational field.</p> <p>B. Identify the characteristics of a good follower & employee.</p> <p>C. Identify factors that contribute to a positive self-concept & explain their relationship to assuming leadership roles.</p>	7.4 8.4 9.0-9.7 11.0-11.5 CR 7,8,9	B4.1 B8.4 B9.2 C2.4 C3.5 C5.6 C8.1 C8.2 C11.3	2-10	0

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5.1 Leadership - Leadership Skills (Cont.)	D. Compare & contrast leadership, sportsmanship & citizenship. E. Examine the relationship of leadership, citizenship, & occupational skills to job success. F. Describe the relationship of FHA-HERO to vocational home economics education. G. Describe FHA-HERO, its goals & purposes, organizational structure, history & relate these to the development of leadership skills needed for personal, home & work life, & for vocational home economics. H. Identify characteristics of an effective FHA-HERO leader & compare these characteristics with effective employees/employers. I. Assess & develop a plan to acquire and/or refine leadership skills. J. Attend & participate in chapter, region, state & national activities, including nomination, screening & campaigning procedures & activities for the election of officers. K. Examine ways to manage time in order to balance school, work, organizational & personal responsibilities & relate this information to job success, career advancement & leadership. L. Describe work relationships that are effective across gender & cultural group.	Anchor	CTE	CL	CC
<p>6. Relationship of FHA-HERO to vocational home economics education.</p> <p>7. Overview of FHA-HERO as an organization.</p> <p>8. Characteristics of an effective FHA-HERO leader.</p> <p>9. Student assessment & development of plan to acquire and/or refine personal leadership skills.</p> <p>10. Student participation in FHA-HERO activities.</p> <p>11. Time management.</p> <p>12. Review work relationships that are effective across gender & cultural groups.</p>					
<p>5.2 Leadership - Teamwork, Sportsmanship & Citizenship Skills.</p> <p>1. Identification of aspects of teamwork, sportsmanship, & citizenship in cooperative & competitive situations.</p> <p>2. Importance of individual responsibilities & relation to a group or team in organizational & work settings.</p> <p>3. Through FHA-HERO, students participate in activities that foster citizenship & civic responsibility.</p> <p>4. Student participation in professional & community organizations activities, related to the field.</p> <p>5. Student participation in competitive recognition events, activities, & community service projects related to the field.</p> <p>6. Identifying characteristics of successful competitors.</p>	<p>Goal: The student will develop teamwork, sportsmanship, & citizenship skills in classroom activities, & in FHA-HERO cooperative & competitive activities, & will transfer the knowledge & skills learned to work situations.</p> <p>A. Identify various aspects of teamwork, sportsmanship, & citizenship in cooperative & competitive situations.</p> <p>B. Recognize the importance of individual responsibilities & how they relate to working as a group or team in organizational & work settings.</p> <p>C. Participate in activities that foster citizenship & civic responsibility through FHA-HERO activities.</p> <p>D. Participate in activities of professional & community organizations related to food science, production, preparation, service & hospitality occupations.</p>	<p>8.0 8.4 9.3 11.0- 11.5 CR 7,8,9</p>	<p>B4.2 B8.3 B8.5 C11.0 C11.1 C11.2 C11.6</p>	<p>2- 10</p>	<p>0</p>

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		Anchor	CTE	CL	CC
<p>5.2 Leadership - Teamwork, Sportsmanship & Citizenship Skills (Continued.)</p> <p>7. Identifying barriers to successful competition.</p> <p>8. Identifying successful skills for conflict resolution & negotiating.</p> <p>9. Evaluating the importance & interdependence of jobs, tasks, & responsibilities throughout an organization.</p> <p>10. Techniques in planning & organizing a meeting or activity.</p>	<p>E. Participate in competitive recognition events, activities & community service projects related to the food science, production, preparation, service & hospitality industry.</p> <p>F. Determine characteristics of successful competitors.</p> <p>G. Identify barriers to successful competition.</p> <p>H. Identify successful skills for conflict resolution & negotiating.</p> <p>I. Assess & evaluate the importance & interdependence of various jobs, tasks, & responsibilities assumed by members & officers in an organization, & relate this to the success of a chapter and/or work situation.</p> <p>J. Identify & practice steps in planning & organizing a meeting or activity.</p>				
<p>5.3 Leadership - Business & Social Etiquette & Interaction Skills.</p> <p>1. Review factors that determine and/or create an image.</p> <p>2. How actions can affect perception of an organization or profession by various publics.</p> <p>3. Critical thinking skills.</p> <p>4. Appropriate social & business etiquette, grooming, & dress in different settings.</p> <p>5. Review listening, writing & oral communication skills.</p> <p>6. Writing news articles.</p> <p>7. Developing a presentation on the industry.</p>	<p>Goal: The student will be able to demonstrate business & social etiquette, & interaction skills & basic academic & communication skills as a family member, leader, citizen & employee/employer.</p> <p>A. List factors that determine and/or create an image.</p> <p>B. Illustrate how actions of company employers or members of an organization or profession can affect perception and/or acceptance by various publics.</p> <p>C. Identify & practice critical thinking skills in a variety of leadership situations.</p> <p>D. Identify & demonstrate appropriate social & business etiquette, grooming & dress for personal, organizational & work-related settings.</p> <p>E. Develop & practice listening, writing & oral communication skills for personal, organizational & work-related settings.</p> <p>F. Write news articles about food science, production, preparation, service & hospitality occupations.</p> <p>G. Develop a presentation about careers related to the food science, production, preparation, service & hospitality industry & present it to a variety of audiences.</p>	<p>1.0 2.0-2.6 5.0-5.4 7.7 8.0-8.7 9.0-9.7 10.2- 10.4</p> <p>CR 2,5,7</p>		<p>2- 10</p>	<p>0</p>
<p>6.1 Management - The Management Process.</p> <p>1. Definition of leadership & identification of leadership characteristics needed in an organization & that applies to this field.</p> <p>2. Identifying characteristics of a good follower & employee.</p>	<p>Goal: The student will understand values & management strategies that assist them in balancing work, personal, & family life.</p> <p>A. Define management & the management process as they relate to balancing personal, home & work life.</p> <p>B. Identify & explain how management strategies can facilitate achievement of goals.</p>	<p>3.4 5.0-5.4 7.0-7.2 7.8 8.0 8.6 CR 8,12</p>	<p>B8.4</p>	<p>3- 10</p>	<p>0</p>

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6.1 Management - The Management Process (Continued)	C. Develop skills needed to implement the management process. D. Suggest potential problems that can impact time & money management E. Identify & utilize community resources & support & networking sources in order to balance home & work life. F. List & analyze potential personal resources that can be used to help manage personal, home & work life & list practices (including the use of computers) that will conserve time, energy & money.	Anchor	CTE	CL	CC
3. Factors that contribute to a positive self-concept & relationship in assuming leadership roles. 4. Comparing & contrasting leadership, sportsmanship, & citizenship. 5. Identifying community resources, support & networking sources. 6. Identifying potential personal resources.					
6.3 Management - Problem Solving Techniques. 1. Identifying potential stress & crisis situations. 2. Review signs & symptoms of stress. 3. Identification of factors & resources to manage or cope with conflict & stress. 4. Applying the decision-making process. 5. Techniques to analyze job dictates, personal & family needs, values & goals	Goal: The student will be able to apply effective problem solving techniques to personal, home & work situations. A. Identify potential stress & crisis situations that could affect an individual's personal, home or work life. B. List signs & symptoms of stress caused by personal, family, school or work problems. C. Identify factors & resources related to managing or coping with conflict & stress. D. Apply & use decision-making process to solve potential conflict & stress situations. E. Analyze job dictates personal & family needs, values & goals.	5.0-5.4 7.0-7.8 CR 5,8	B4.0-4.5	3-10	0
7. Transferability. 1. Techniques in identifying occupational skills that are transferable to paid employment, entrepreneurship, career advancement, advanced training or education. 2. Techniques in identifying occupational skills mastered that are transferable to their fields of work. 3. Assessment & development of entrepreneurship skills. 4. Steps to take in developing an entrepreneurial business plan.	Goal: The student will, upon the completion of the training program, be able to transfer learned skills, knowledge & attitudes to other paid employment, entrepreneurship, advanced training or education. A. Identify occupational skills mastered in food science, production, preparation, service & hospitality programs that are transferable to paid employment, entrepreneurship, career advancement, advanced training or education. B. Identify food science, production, service & hospitality occupational skills mastered that are transferable to their fields of work. C. Assess & develop entrepreneurial business skills that would be necessary to operate a food science, production, preparation, service & hospitality business. D. Develop a plan outlining the steps to establish an entrepreneurial business related to food science, production, preparation, service & hospitality occupations.	3.0-3.9 11.3 11.4 CR 1,2,3	B1.4 B4.4 B4.5 B5.5 B8.0-8.5 B9.1	10-30	0

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<p>8.1 Occupational Cluster Competencies - Sanitation & Food Handling.</p> <ol style="list-style-type: none"> 1. Review local, state & federal sanitation codes for food service establishments. 2. Procedures for safe & sanitary food handling. 3. Symptoms of food-borne illnesses, causes & prevention. 4. Personal grooming & hygiene, as required by health codes. 5. Recycling materials. 	<p>Goal: The student will demonstrate knowledge of food establishment regulations pertaining to sanitation & food handling as required in the field of work & principles of food safety & sanitation.</p> <p>A. Describe & follow local, state & federal sanitation codes for food service establishments.</p> <p>B. Understand & demonstrate safe & sanitary procedures in all food handling, including food storage, production, service & clean up.</p> <p>C. Recognize cases of food-borne illness & describe potential causes & methods of prevention.</p> <p>D. Demonstrate & maintain standards in personal hygiene as required by health codes.</p> <p>E. Recycle materials as appropriate.</p>	<p>Anchor/CR</p> <p>6.0-6.7</p> <p>10.1</p> <p>10.2</p> <p>10.6</p> <p>10.11</p> <p>CR</p> <p>1,7</p>	<p>CTE</p> <p>B2.1</p> <p>B2.2</p> <p>B2.4</p> <p>B3.0-3.6</p> <p>B4.1</p> <p>B5.1</p> <p>B6.0</p> <p>B6.1</p> <p>B7.0</p> <p>B7.1</p> <p>B9.3</p>	<p>CL</p> <p>2-12</p>	<p>CC</p> <p>15</p>
<p>8.2 Occupational Cluster Competencies - Safe Work Habits.</p> <ol style="list-style-type: none"> 1. Cleaning & maintaining a work station. 2. Procedures to reduce & prevent accidents. 3. Procedures for handling accidents & emergency situations. 4. Procedures for completing accident reports & records. 5. Purpose & information in Material Safety Data Sheet (MSDS). 	<p>Goal: The student will understand how to maintain a safe & efficient food preparation area & understand safe work habits & emergency procedures.</p> <p>A. Clean & maintain the workstation.</p> <p>B. Describe & demonstrate procedures to reduce & prevent accidents.</p> <p>C. Describe appropriate procedures for handling accidents & emergency situations.</p> <p>D. Demonstrate correct procedures for completing accident reports & records.</p> <p>E. Describe purpose & information in Material Safety Data Sheet (MSDS).</p>	<p>6.0-6.7</p> <p>8.1</p> <p>8.2</p> <p>10.6</p> <p>10.11</p> <p>10.14</p> <p>CR</p> <p>1,7</p>	<p>B2.1</p> <p>B2.2</p> <p>B2.4</p> <p>B3.0-3.6</p> <p>B4.1</p> <p>B5.1</p> <p>B6.1</p> <p>B7.0</p> <p>B7.1</p> <p>B9.3</p>	<p>CL</p> <p>2-12</p>	<p>CC</p> <p>15</p>
<p>8.3 Occupational Cluster Competencies - Operational Procedures.</p> <ol style="list-style-type: none"> 1. Cleaning & maintaining a work station. 	<p>Goal: The student will be able to demonstrate knowledge of operational procedures, terminology & equipment commonly used in food production,</p>				

Instructional Content

Instruction will include:

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<p>8.3 Occupational Cluster Competencies - Operational Procedures (Continued)</p> <ol style="list-style-type: none"> Proper use, care, storage & sanitation of small & large equipment, tools & supplies. Review technical terminology. Review necessary reading, writing, measuring, weighing & computing skills. Operational procedures related to quality control, inventory control, maintenance, storage, security, shipping/transporting, receiving, billing & payment. Procedures for requisitioning supplies and materials. Preparation & maintenance of records, correspondence & forms. Review manual & automated systems 	<p>management & services occupations as required by the field of work.</p> <ol style="list-style-type: none"> Clean & maintain the workstation. Describe proper use, care, storage & sanitation of small & large equipment, tools & supplies. Use correct terms to describe products, procedures & equipment. Use reading, writing, measuring, weighing & computing skills. Describe & perform operational procedures related to quality control, inventory control, maintenance, storage, security, shipping/transporting, receiving, billing & payment. Perform tasks prepare forms or write work orders to requisition supplies & materials. Demonstrate preparation & maintenance of records, correspondence & forms. Demonstrate knowledge of manual or automated systems. 	<p>Anchor</p> <p>1.0 2.0-2.6 4.0-4.6 5.0-5.4 6.0-6.7 7.6 10.1 10.2 10.6 10.7</p> <p>CR 1,7</p>	<p>CTE</p> <p>A8.1 A8.2 B2.1 B2.3 B2.4 B3.0 B5.0 B5.6 B6.1 B6.3 C2.0 C2.4 C5.0 C5.1 C5.2</p>	<p>CL</p> <p>2-12</p>	<p>CC</p> <p>15</p>
<p>8.4 Occupational Cluster Competencies - Operation Management.</p> <ol style="list-style-type: none"> Recipe cost analysis. Computing cost per portion. Review elements of budget & profit. 	<p>Goal: The student will understand the selection & purchase of food & demonstrate knowledge of financial operation & data management functions as required in the field of work.</p> <ol style="list-style-type: none"> Determine recipe cost analysis. Compute cost per portion. Describe elements of budget & profit. 	<p>1.0 5.0-5.2 7.1 10.7</p> <p>CR 1,7</p>	<p>B6.7 B7.6 B10.0 B11.0</p>	<p>2-12</p>	<p>5</p>
<p>8.5 Occupational Cluster Competencies - Nutritional Information.</p> <ol style="list-style-type: none"> Review basic dietary & nutritional principles & concepts. Techniques to conserve nutrients in food preparation. Understanding nutritional or ingredient information. 	<p>Goal: The student will understand dietary guidelines & nutritional principles & information in preparing & serving food as required in the field of work.</p> <ol style="list-style-type: none"> Describe basic dietary & nutritional principles & concepts as related to good health. Use food preparation techniques that conserve nutrients. Analyze & convey nutritional or ingredient information from food labels, nutrition information sheets or company resources. 	<p>1.0 10.5 10.9 10.10</p> <p>CR 1,7</p>	<p>A1.0 A2.0 A3.0 A8.0 B6.0 B7.0 B10</p>	<p>2-12</p>	<p>10</p>
<p>8.6 Occupational Cluster Competencies - Customer Service.</p> <ol style="list-style-type: none"> Portraying "customer" in a variety of situations. "Active listening" skills. Determining needs & desires of customers. 	<p>Goal: The student will demonstrate knowledge of quality customer service & factors that contribute to customer satisfaction.</p> <ol style="list-style-type: none"> Identify "customer" in a variety of situations. Demonstrate "active listening" skills to determine customer needs. Demonstrate awareness of differing needs & desires of a variety of customers & understand differences in food preferences. 	<p>2.1-2.5 5.1 5.2 7.3 7.4 7.7 8.4 8.5 9.6 9.7</p> <p>CR 2</p>	<p>A7.3 A10.1 B8.0 B12.0</p>	<p>2-12</p>	<p>15</p>

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<p>9.1 Food & Beverage Service - Side Work</p> <ol style="list-style-type: none"> 1. Preparing beverages, sandwiches, salads & other short-order side work. 2. Planning a work schedule so supplies are ready at the time of service. 3. Holding or storing prepared foods & condiments until needed. 4. Opening, closing, & side work duties. 	<p>Goal: The student will be able to perform all necessary side work in order to service customers in a timely & efficient manner.</p> <ol style="list-style-type: none"> A. Prepare beverages, sandwiches, salads & other short-order side work as required by the job. B. Plan the work schedule so supplies are ready at time of service. C. Hold or store prepared foods & condiments until needed. D. Describe & perform opening, closing & side work duties including pre-prepared items. 	<p>2.3 2.4 2.5 5.2 5.3 6.3 7.1-7.4 9.7 10.8 CR 1.2.7</p>	<p>B2.2 B3.2 B3.4 B4.0 B5.3 B6.1 B6.3 B6.6 B9.0-9.9</p>	<p>3-20</p>	<p>15</p>
<p>9.2 Food & Beverage Service – Customer Orders.</p> <ol style="list-style-type: none"> 1. Proper table setting & service techniques. 2. Proper procedures for greeting, seating & presenting menus to customers. 3. Suggestive up-selling & answering menu questions. 4. Techniques & systems for writing out food & beverage orders & relaying orders to the kitchen. 5. Procedures for serving & clearing tables. 6. Preparing & presenting checks & accepting payment. 7. Techniques for coordinating, finishing & assembling food orders & supplies. 8. Use of portioning tools to portion foods accurately. 	<p>Goal: The student will be able to serve customers their individual orders in a pleasant & efficient manner.</p> <ol style="list-style-type: none"> A. Demonstrate proper table setting & service techniques. B. Identify & demonstrate proper procedures for greeting, seating & presenting menus to customers. C. Demonstrate suggestive up selling & answer questions regarding menu. D. Demonstrate appropriate, effective & efficient techniques for writing out food & beverage orders & relaying orders to the kitchen using manual or automated systems. E. Demonstrate safe, efficient & proper procedures for serving & clearing tables. F. Demonstrate the ability to prepare & present checks to customers, & to accept payment. G. Coordinate, finish & assemble food orders & supplies. H. Portion foods accurately during food preparation & service using specified portioning tools. I. Plan & garnish foods attractively. 	<p>2.1-2.5 4.1 5.0-5.4 8.4 8.5 9.6 10.6-10.9 CR 1.2.7</p>	<p>B2.2 B3.2 B3.4 B4.0 B4.4 B6.6 B8.0-8.5 B9.0-9.9</p>	<p>3-20</p>	<p>15</p>
<p>9.3 Food & Beverage Service - Money Transactions.</p> <ol style="list-style-type: none"> 1. How to review customer checks for accuracy. 2. Survey necessary equipment & procedures for cash & credit sales transactions. 3. Procedures to balance receipts. 4. Displaying, selling, ordering & restocking counter items. 5. Making & counting back change. 	<p>Goal: The student will be able to handle all money transactions as required by the job.</p> <ol style="list-style-type: none"> A. Review all customer checks for accuracy. B. Demonstrate the ability to use necessary equipment & procedures for cash & credit sales transactions. C. Demonstrate the ability to perform tasks & prepare forms in order to balance receipts as required by the employer. D. Demonstrate the ability to display, sell, order, & restock counter items as required by the job. E. Demonstrate the ability to make & count back change. 	<p>1.0 2.1 2.4 4.1 5.1 5.2 5.4 7.1 8.3 8.4 10.2 10.7 CR 1,2,7</p>	<p>B9.5-9.9</p>	<p>3-20</p>	<p>15</p>

Instructional Content

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

Hours

CL=Classroom
CC=Comm. Class.

10. Commercial Baking - Bakery Items.	Goal: The student will be able to prepare, decorate & appropriately finish bakery items & desserts using correct procedures, equipment & supplies as required by the job.	Anchor	CTE	CL L	CC
<ol style="list-style-type: none"> 1. Identification & review of bakery items & desserts. 2. Identification & comparison of flour, shortening & leavening agents. 3. Set up & maintenance of work area. 4. Reading & preparing recipes. 5. Processes for assembling ingredients, equipment & supplies. 6. Measuring & weighing ingredients. 7. Preparing icings, frostings, fillings & meringues. 8. Procedures & techniques for preparing & decorating bakery items. 9. Review time & energy-saving techniques used to prepare bakery items & desserts. 10. Explaining food preparation & baking techniques that result in consistent products. 11. Comparing advantages & disadvantages of scratch vs. convenience products. 	<ol style="list-style-type: none"> A. Identify a variety of bakery items & desserts & categorize them by their type, quality, form & ingredients used. B. Identify, compare & contrast types of flour, shortening & leavening agents. C. Set up & maintain an assigned work area. D. Read & accurately prepare recipes according to directions & procedures. E. Assemble ingredients, equipment & supplies. F. Measure & weigh ingredients according to recipe specifications. G. Prepare icings, frostings, fillings & meringues. H. Prepare & decorate bakery items & desserts using appropriate procedures & techniques. I. Describe & practice time & energy-saving products & techniques used to prepare bakery items & desserts. J. Use a variety of food preparation & baking techniques that result in a consistent product. K. Discuss advantages & disadvantages of scratch vs. convenience products in terms of preparation & quality. 	1.0 5.0 6.3 6.4 6.6 7.4 7.5 8.1 10.0-10.7 10.10 10.11 11.1 CR 1,2,7	B7.0-7.7	5-40	5
11. Chef/Cook. <ol style="list-style-type: none"> 1. Identification & categorization of foods. 2. Identification, usage & storage of spices, herbs & extracts. 3. Following recipe directions & procedures. 4. Computational skills needed to adjust recipes for more or fewer persons. 5. Set up & maintenance of work area. 6. Processes for assembling ingredients, equipment & supplies. 7. Measuring & weighing ingredients. 8. Review time & energy-saving techniques used to prepare a variety of foods. 9. Utilization of convenience foods in appropriate situations. 10. Demonstrating a wide variety of food preparation & cooking techniques. 11. Preparing appetizers, hors d'oeuvres & garnishes. 12. Preparing hot & cold sandwiches. 13. Preparing salads & salad dressings. 14. Preparing fruits & vegetables. 	Goal: The student will understand the preparation of food & be able to prepare, season, cook & present a variety of foods using appropriate food preparation techniques, equipment, tools & supplies as required in the field of work. <ol style="list-style-type: none"> A. Identify a variety of foods & categorize them by their type, form & ingredients. B. Identify, use & store spices, herbs & extracts properly. C. Read & accurately prepare recipes according to directions & procedures. D. Adjust standard recipes using correct computational skills to serve more or fewer persons than specified. E. Set up & maintain an individual work area. F. Assemble & prepare ingredients, equipment, tools & supplies. G. Measure & weigh foods, both solids & liquids, according to established procedures. 	1.0 5.0 6.3 6.4 6.6 7.4 7.5 8.1 10.1-10.7 10.10 10.11 11.1 CR 1,2,7	A1.0 A1.1 A8.0-8.2 .A9.0 A9.1 B3.4 B6.0-6.4 B6.6 B7.1-7.3 B9.3	15-50	15

Instructional Content

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

HoursCL=Classroom
CC=Comm. Class.

	Goal: The student will be able to assist the caterer to prepare facilities & serve food & beverages as required in the field of work.	Anchor	CTE	CL	CC
12. Catering – Catered Events					
1. Designing & creating menus.		1.0	B2.0-	5-10	10
2. Determining customer's theme, decorations, style of service, tables & entertainment.		2.0-2.6	2.4		
3. Estimating food, beverage & other costs.	A. Design & create menus for special occasions as specified by the customer.	4.0-4.4	B4.4		
4. Determining staffing needs.		4.6	B5.3		
5. Determining amount & kind of food, beverages & supplies to be packaged.	B. Determine and/or arrange with the customer the theme, decorations, style of service, tables & entertainment.	5.0-5.4	B5.6		
6. Assembling, packing & transporting food, beverages, utensils & equipment.		6.0-6.7	B6.0-		
7. Maintaining quality of transported food & beverages.	C. Estimate food, beverage & other costs & make work schedule (party sheet).	7.3-7.7	6.7		
8. Procedures to unload & deliver food & beverages, utensils & equipment.	D. Determine staffing needs.	8.0-8.4	B8.0-		
9. Clean up at conclusion of event.		9.3	8.5		
10. Confirming arrangements.	E. Read production orders to determine the amount & kind of food, beverages & supplies to be packaged.	9.7	B9.0-		
11. Facility set up.		10.2	9.4		
12. Arranging & setting tables, serving food.	F. Assemble, pack & transport food, beverages, utensils & equipment.	10.3	B10.		
13. Appropriate accompaniments with each course.		10.6	3		
14. Proper service etiquette.	G. Maintain the quality of transported food & beverages.	10.7	B11.		
15. Checking on guest needs.		10.8	5		
16. Handling complaints & requests.	H. Unload & deliver food & beverages, utensils & equipment.	10.11	B11.		
		11.1	6		
	I. Pack & discard trash & clean & inspect the facility.	11.3			
		CR			
	J. Greet the client & confirm arrangements with the client's specifications.	1,2,7			
	K. Set up & arrange the facility according to the client's specifications.				
	L. Arrange & set tables & serve food properly & according to the predetermined style of service.				
	M. Provide appropriate accompaniments with each course according to the client's specifications.				
	N. Serve food & beverages to guests using proper service etiquette.				
	O. Check guest's needs & supply items requested.				
	P. Respond to complaints & requests as directed by employer.				
	Q. Clear tables & removes soiled items from tables & stations.				
	R. Carry loaded trays between the kitchen & serving areas.				
	S. Sort, count & store utensils at designated places.				