



School District of Marshfield Course Syllabus

Course Name: DC Food & Hospitality PS
Length of Course: Semester
Credit: 1/2 Credit

Program Goal:

Empower learners to be college and career ready through standards-based experiences in the classroom and through career-based learning experiences with business and industry partners.

Course Description:

Gain knowledge of and practice the skills necessary for success in the food service industry by participating in food service simulations while developing skills needed for the workplace. Young adults in this course will also develop the problem-solving skills that we need to become resourceful employees while examining trends that affect the hospitality industry.

MSTC Course Title: Sanitation for Foodservice Operations

Course Number: MSTC 10-316-112

Career Cluster: Hospitality and Tourism

Total Hours: 18

Total Credits: 1 (upon successful completion of this course)

Wisconsin Standards for Family & Consumer Sciences (FACS)

Facilities and Management Maintenance (FMM)

FMM1: Students will integrate knowledge, skills and practices required for careers in facilities management and maintenance.

Demonstrate sanitation procedures for a clean and safe environment.

FMM1.c

1.c.6.m: Identify the importance of a clean and sanitary environment.
 1.c.8.m: Analyze the potential health concerns when dealing with blood borne pathogens.
 1.c.9.m: Explore Integrated Pest Management practices (IPM).
 1.c.10.m: Analyze the effectiveness of proper hand washing.

Demonstrate a work environment that provides safety and security.

FMM1.e

1.e.8.m: Summarize the importance of safety as it relates to food safety and work safety.
 1.e.12.h: Demonstrate safe procedures in the use, care and storage of equipment.

Demonstrate facilities management functions.

FMM1.g

1.g.8.m: Identify employability skills needed in the workplace.
 1.g.16.h: Demonstrate quality customer service which exceeds customer expectations.
 1.g.21.h: Apply principles of purchasing and receiving in facility management operations

Food Production and Services (FPS)

FPS1: Students will integrate knowledge, skills and practices required for careers in food production and services.

Analyze career paths within food production and food services industries.

FPS1.a

1.a.8.h: Summarize education and training requirements and opportunities for career paths in food production and services.

Demonstrate food safety & sanitation procedures.

FPS1.b

1.b.14.m: Identify signs of illnesses that would result in staying home from school or work
 1.b.19.h: Identify characteristics of major food borne pathogens, their role in causing illnesses, foods involved in outbreaks and methods of prevention.
 1.b.21.h: Use knowledge of systems for documenting, investigating, reporting and preventing food borne illnesses.
 1.b.21.h: Use knowledge of systems for documenting, investigating, reporting and preventing food borne illnesses.
 1.b.24.h: Demonstrate proper purchasing, receiving, storage and handling of both raw and prepared foods.
 1.b.25.h: Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods and between animal and fish sources and other food products.

<p>Demonstrate industry standards in selecting, using and maintaining food production and food service equipment. FPS1.c</p>	<p>1.c.7.m: Demonstrate how to properly wash and sanitize dishes and cooking surfaces. 1.c.9.h: Operate tools and equipment following safety procedures. 1.c.11.h: Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware and utensils to meet industry standard.</p>
<p>Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. FPS1.d</p>	<p>1.d.9.h: Apply menu-planning principles to develop and modify menus. 1.d.10.h: Analyze food, equipment and supplies needed for menus. 1.d.11.h: Prepare requisitions for food, equipment and supplies</p>
<p>Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. FPS1.e</p>	<p>1.e.26.h: Demonstrate professional skills in safe handling of knives, tools and equipment. 1.e.27.h: Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies. 1.e.28.h: Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques 1.e.29.h: Apply the fundamentals of time, temperature and cooking methods to cooking, cooling, reheating and holding of variety of foods 1.e.30.h: Prepare various meats, seafood and poultry using safe handling and professional preparation techniques.</p>
<p>Demonstrate the concept of internal and external customer service. FPS1.g</p>	<p>1.g.3.m: Discuss when you have experienced good/poor service at a restaurant. 1.g.9.h: Apply strategies for addressing and resolving complaints.</p>
<p>Food Science, Dietetics and Nutrition (FSDN)</p>	
<p>FSDN1: Students will integrate the knowledge, skills and practices required for careers in food science, food technology, dietetics and nutrition.</p>	
<p>Apply risk management procedures to food safety, food testing and sanitation. FSDN1.b</p>	<p>1.b.9.m: Explore food borne illness and discover ways to reduce the spread of microorganisms. 1.b.10.m: Explain the importance of safety and sanitation procedures used by food service professionals. 1.b.11.m: Investigate documented food borne illness outbreaks. 1.b.22.h: Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p>
<p>Demonstrate use of current technology in food product development and marketing. FSDN1.e</p>	<p>1.e.6.m: Prepare food for presentation and assessment. 1.e.7.m: Demonstrate the proper use of equipment and supplies. 1.e.11.h: Analyze various factors that affect food preferences in the marketing of food.</p>

Demonstrate food science, dietetics and nutrition management principles and practices. FSDN1.f	1.f.7.m: Compare and contrast food preparation and production. 1.f.8.m: Identify food quality standards.
Nutrition and Wellness (NW)	
NW1: Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. NW1.b	1.b.5.m: Identify key nutrients and list ways nutrients can promote health and prevent chronic disease.
Evaluate factors that affect food safety from production through consumption. NW1.d	1.d.13.h: Analyze conditions and practices that promote safe food handling. 1.d.14.h: Explain how contaminants may enter the food supply at various points in a food chain. 1.d.16.h: Explain how food importing/exporting, processing, food handling and cooking methods can affect the safety of our food supply.
Evaluate the influence of science and technology on food composition, safety and other issues. NW1.e	1.e.3.m: Identify food marketing strategies and food preservation techniques. 1.e.6.h: Analyze how scientific and technical advances influence the nutrient content, availability and safety of foods. 1.e.7.h: Analyze how scientific and technical advances in food processing, storage, product development and distribution influence nutrition and wellness. 1.e.9.h: Analyze the effects of food science and technology on meeting nutritional needs.
Wisconsin Common Career Technical Standards (WCCTS)	
Career Development (CD)	
CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.	
Identify personal strengths, aptitudes and passions. CD1.a	1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
Demonstrate effective decision making, problem solving and goal setting. CD1.b	1.b.3.m: Develop effective coping skills for dealing with problems 1.b.5.h: Use a decision-making and problem-solving model.
CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	
Assess attitudes and skills that contribute to successful learning in school and across the life span. CD2.b	2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities. 2.b.5.m: Apply academic information from a variety of sources to enhance career preparedness and lifelong learning.

	<p>2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities.</p> <p>2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.</p> <p>2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</p> <p>2.b.9.h: Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.</p>
<p>CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p>	
<p>Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. CD3.a</p>	<p>3.a.5.m: Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement.</p> <p>3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p> <p>3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway.</p> <p>3.a.8.m: Choose career opportunities that appeal to personal career goals.</p> <p>3.a.9.m: Use assessment results in educational planning including career awareness.</p> <p>3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.</p> <p>3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.</p> <p>3.a.12.h: Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning.</p> <p>3.a.13.h: Recognize how chance opportunities integrate with learning and career goals.</p> <p>3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.</p>
<p>Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions. CD3.b</p>	<p>3.b.2.m: Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.</p> <p>3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.</p> <p>3.b.4.h: Implement strategies for responding to transition and change with flexibility and adaptability.</p> <p>3.b.5.h: Evaluate the relationship between educational achievement and career development.</p>

<p>Employ career management strategies to achieve future career success and satisfaction. CD3.c</p>	<p>3.c.3.m: Identify work values and needs. 3.c.4.m: Define adaptability and flexibility in the world of work. 3.c.5.h: Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management. 3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.</p>
<p>CD4: Students will identify and apply employability skills.</p>	
<p>Identify and demonstrate positive work behaviors and personal qualities needed to be employable. CD4.a</p>	<p>4.a.3.m: Demonstrate self -discipline, self-worth, positive attitude and integrity. 4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills. 4.a.5.m: Identify positive work qualities typically desired in each of the career cluster’s pathways. 4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status. 4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status. 4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment. 4.a.9.h: Use positive work qualities typically desired in each of the career cluster’s pathways. 4.a.10.h: Manage work roles and responsibilities to balance them with other life roles and responsibilities.</p>
<p>Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. CD4.b</p>	<p>4.b.3.m: Use technology to assist in career exploration and job seeking activities. 4.b.5.h: Use multiple resources to locate job opportunities. 4.b.6.h: Prepare a resume, cover letter, employment application. 4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p>
<p>Identify and exhibit traits for retaining employment. CD4.c</p>	<p>4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults. 4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting. 4.c.4.h: Model behaviors that demonstrate reliability and dependability. 4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite. 4.c.6.h: Complete required employment forms and documentation. 4.c.7.h: Summarize key activities necessary to retain a job in an industry.</p>

<p>Develop positive relationships with others. CD4.d</p>	<p>4.d.5.h: Participate in cocurricular and community activities to enhance the school experience. 4.d.6.h: Evaluate the best method to assist co-workers in accomplishing goals and tasks. 4.d.7.h: Examine the skills required to enable students to successfully transition to postsecondary opportunities.</p>
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Key Vocabulary:			
A la carte	Al dente	Basting	Blanching
Braising	Breeding	Cross-contamination	Back of the House
Convection Oven	Conventional Oven	Cuisine	Dredge
Entree	Mince	Invoice	Julienne
Mise en place	Slotted Spoon	Plating	Portion Scale
Proofer	Front of the House	Puree	

Topics/Content Outline- Units and Themes:

Quarter 1:

- ServSafe ®

Quarter 2:

- Compare equipment, tools & utensils in food service kitchens.
 - Small equipment & utensils
 - Industrial equipment, care & cleaning
- Examine food preparation methods.
- Demonstrate how to follow a standardized recipe.
- Identify the importance of cost control and proper selection & storage of food.
- Examine customer service & hospitality skills.
- Create a menu for a restaurant operation.
- Apply the technical & employability skills necessary for success in foodservice.
- Research foodservice careers.
- Final Project – Food Truck

Primary Resource(s):

Becoming a Restaurant & Food Service Professional (ProStart)

National Restaurant Association
ISBN: 1-58280-117-7
© 2005

ServSafe Manager, 7th Edition

National Restaurant Association
ISBN: 978-1-58280-330-2
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Dual Credit Notification:

This is a dual credit course with Mid-State Technical College. The course outcomes are the course outcomes of the course at Mid-State Technical College. During the first week of class, your dual credit high school teacher will assist all students who want to receive free college credits with Mid-State to apply and complete a registration form for the dual credit option. Only students who submit this registration form and earn a "C" or better in the course will earn the dual credit. After the class, your instructor will enter your grade with Mid-State, and it will appear on your college transcript.

Mid-State Policies and Procedures

Credit Hour Expectations - Classroom presentations are specifically planned learning experiences based on identified objectives, direct instructor involvement, and instructional delivery through physical or electronic learning environments. Credit hour expectations are a combination of classroom presentation, lab and outside student effort as outlined in the Educational Services Manual from the Wisconsin Technical College System. The unique environment in online/hybrid classes combines the classroom presentation with the outside effort to an equivalent time expectation per credit. For specific lab and lecture credit hour for Associate Degree and Technical Diploma courses, please see the "Course Standards" section of the Educational Services Manual.

Learner Roles and Responsibilities - You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

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to have been dishonest, fraudulent, or deceptive in the completion of work, willing to help others to be so, or is found to have plagiarized (presented the work of others as his or her own) is subject to disciplinary action up to and including suspension.

Exclusivity Statement - Mid-State Technical College is committed to complying with state and federal equal opportunity laws and regulations and does not discriminate in its services, employment programs, and/or its educational programs and activities. Discrimination and harassment by supervisors, co-workers, students, non-employees on the basis of race, sex, national origin, sexual orientation, age, religion, disability, or other protected class is prohibited by the College. This policy is intended to comply with all applicable state and federal laws, as well as express the College's commitment to the principles of equal opportunity for all.

Student Handbook - Refer to the Mid-State Student Handbook for more information related to student policies and procedures. mstc.edu/student-resources/student-handbook

Student Services - All students, including online students, have access to student services including but not limited to disability services, counseling and advising, career services, and financial aid. To access student services, go to mstc.edu/student-resources/student-services.