1. Course Title: HROP Restaurant Occupations

2. CBEDS Title: Food and Hospitality services

3. CBEDS Number: 4420

4. Job Titles/O*NET Codes: 35-2014.00 Cook
   35-2014.00 Cook Apprentice
   35-2014.00 Cook, Station
   35-3021.00 Food-Service Worker
   35-3021.00 Food Preparer
   35-3041 Food-Service Worker Hospital
   35-2021.00 Food Assembler, Kitchen
   51-3011.01 Cook, Pastry
   51-3011.01 Cook Apprentice, Pastry
   51-3011.01 Baker
   35-3021.00 Caterer
   35-2021.00 Caterer Helper
   35-9031.00 Host/Hostess Restaurant

5. COURSE DESCRIPTION:
   Restaurant Occupations is a course designed to prepare students for entry level work in the foodservice industry. Students are required to demonstrate competency in safety and sanitation practices, elementary food science, basic food preparation skills, customer service and catering techniques and job search skills. The course is primarily lab oriented. Second semester students have the opportunity to explore and develop job skills through work experience/community classroom.

6. HOURS OF INSTRUCTION: 1 YEAR (2 Semester Course) 360 hours

7. PREREQUISITES: Beginning Food, Intermediated Foods or Teacher Approval, 16 years of age.

8. DATE: June 2005
9. COURSE OUTLINE

9.1 Career Preparation Standards

A. To fulfill goals of Food Service and Hospitality technical core Career Preparation Standards:

1. Personal Skills: Students will understand how personal skill development affects their employability.
   a. Students will demonstrate personal management traits of teamwork, self-discipline, cooperation, and personal hygiene necessary for the food service industry.

2. Interpersonal Skills: Students will understand key concepts on group dynamics, conflict resolution, and negotiation.
   a. Students will work collaboratively on projects, catering, food production, and menu development. Kitchen tasks will be assigned and carried out by teams and team management.

3. Thinking and Problem-Solving Skills: Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving.
   a. Students will use calculation and measurement skills for recipe creation and production, organized work areas and products for production, identify timing sequences for successful project production, locate resources for written and project work, analyze food label/nutrition information for assigned projects, and maintain records of food related materials in class notebook.

4. Communication Skills: Students will understand principles of effective communication.
   a. Student will demonstrate listening skills by following oral instruction requests, follow directions both in recipe production and through observation of demonstrations, ask questions regarding procedures, and prepare written and PowerPoint presentations of required course work.
   b. Students will help/instruct peers to accomplish group assignments.

5. Occupational Safety: Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment.
   a. Students are instructed in workplace safety practices, operation of all food service equipment, knife safety and care, storage of equipment and food product, proper body mechanics for food and equipment handling, first-aid basics, and proper clothing required for work attire. Students will demonstrate competency through testing and performance.

6. Employment Literacy: Students will understand career paths and strategies for obtaining employment within their chosen fields.
   a. Students will interpret skills assessments for employability, research career options, create career reports, cover letters, résumés, complete application forms, compile a portfolio. Culinary educators present post-graduate options for continuing education in the food industry.
7. Technology Literacy: Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
   a. Students will demonstrate knowledge of appropriate software for food service applications including recipe/nutrition analysis software, Internet resources for food information and recipe development, and digital media applications for project demonstrations and portfolio.
   b. Students will demonstrate appropriate use of food service equipment and technology.

B. To fulfill goals of the Food Service and Hospitality occupation specific performance standards:
   1. Expectations of the Hospitality Business
   2. Safety and Sanitation
   3. Basic Concepts in Food Science, Nutrition, and Microbiology
   4. Food Preparation
      a. organizational skills (mise en place)
      b. weight and measures
      c. recipe standards
      d. recipe conversions
      e. equipment use/handling
      f. menu planning and nutrition
   5. Baking/Commercial Baking
   6. Garde Manger and Catering
   7. Career Planning and Work Ethics
   8. Resume and Portfolio Development

C. To prepare students for advanced placement in work experience or vocational/technical/community college.
   1. Teamwork
   2. Job Search Skills
   3. Work Experience
   4. Catering

9.2 Content Area Skills
A. Unit 1: Safety and Sanitation/Public Expectations in Food Industry
   1. Purpose: To introduce students to public health issues directly related to the food service industry.
      2. Length: 30-60 hours.
3. Activities presented through lecture, lab, worksheets, video:
   a. Personal hygiene habits
   b. Maintaining health/nutrition
   c. Prevention of occupation injuries/accidents
   d. First Aid
   e. Body Fluids/Waste Removal
   f. Injury Reports
   g. Material Safety Data Sheets (MSDS)
   h. Fire Prevention
   i. HACCP-Hazard Analysis Critical Control Points in receiving, storing, cleaning, handling, cooking, serving, cooling, reheating
   j. Time/Temperature principles for food safety
   k. Foodborne Illness/Pathogens
   l. Sanitation Practices
   m. Cleaner and Sanitizers
   n. Waste Removal

5. Method of Evaluation: Quiz, lab practices, notebook

6. ProStart Tools: Text Year 1: Chapter 2 Preparing and Serving Safe Food
   Text Year 1: Chapter 3 Preventing Accidents and Injuries

B. Unit II: Food Science

1. Purpose: To develop understanding of scientific principles that influence food behavior during storage, food handling, and cooking. Student will set-up labs/experiments, collect and analyze data, discuss findings and determine conclusions.

2. Length: 20-40 hours

3. Activities presented through lecture, lab/experiments, cooking projects, worksheets:
   a. Determining pH and influence in food preparation/handling
   b. Nutrient components of food
      1. Food Group
      2. Essential Nutrients
      3. Nutrition Basics
      4. Healthy Meal Planning
      5. Health Trends in Food Service
   c. Coagulation
      1. Heat and Proteins
      2. Acid and Proteins
d. Thickening Agents
   1. Starches
      a. wheat flour
      b. arrowroot
      c. cornstarch
      d. other grains
   2. Reduction/concentrations
   3. Purees
   e. Leavening
      1. yeast
      2. baking soda
      3. baking powder
      4. egg whites
      5. steam

4. Evaluation: Cooking projects that incorporate principles and application, notebook, quiz

7. ProStart Tools: Text Year 1: Chapter 6 Nutrition
   Text Year 2: Chapter 2 Potatoes and Grains
   Text Year 2: Chapter 5 Desserts and Baked Goods

C. Unit 3: Basic Food Preparation
   1. Purpose: To introduce students to the food preparation skills required for commercial food service. Students will use proper equipment, supplies techniques, and procedures to produce professional food products.

   2. Length: 30-60 hours

   3. Activities primarily lab oriented, but suplimented with worksheets, procedural videos, and notebook development:
      a. Recipe structure
      b. Standardized measurement techniques
      c. Recipe adjustments
      d. Recipe vocabulary
      e. Equipment identification
      f. Knife knowledge
      g. Equipment use
      h. Chopping techniques
      i. Herb/spice identification
      j. Food group identification
      k. Salads
1. Cooking methods
   1. Vegetables
   2. Meat/Poultry/Seafood
   3. Baked Products/Grains
   4. Fruits
m. Sauces/Stocks
n. Appetizers
o. Beverages
p. Breakfast options
4. Method of Evaluation: Recipe production, menu development, nutrition worksheets, quiz

5. ProStart Tools: Text Year 1: Chapter 4 Kitchen Basics
   Text Year 1: Chapter 5 Foodservice Equipment
   Text Year 1: Chapter 7 Breakfast Foods and Sandwiches
   Text Year 1: Chapter 9 Salads and Garnishes
   Text Year 1: Chapter 10 Business Math
   Text Year 2: Chapter 2 Potatoes and Grains
   Text Year 2: Chapter 5 Desserts and Baked Goods
   Text Year 2: Chapter 8 Meat, Poultry, and Seafood
   Text Year 2: Stocks, Soups, and Sauces

D. Unit IV: Basic Baking
   1. Purpose: To introduce students to the preparation skill for for commercial baking. Students will use proper equipment, supplies, techniques, and procedures for commercial baked products.

2. Length: 30-60 hours.

3. Activities primarily lab oriented, but supplemented with worksheets, procedural videos, and notebook development:
   a. Vocabulary of the baker
   b. Understanding flour
   c. Functions of baking ingredients
   d. Equipment use
   e. Scaling and measurement techniques
   f. Recipe conversions
   g. Baking process
   h. Yeast products
   i. Chemical leavened products
   j. Egg and steam leavening
   k. Pastries
1. Cakes
   m. Cookies
   n. Puff Pastry and Choux Dough
   o. Meringues/Mousses
   p. Healthy concepts in desserts

4. Method of Evaluation: Recipe production, independent design project, worksheets, quiz

5. ProStart Tools: Text Year 1: Chapter 2 Kitchen Basics
   Text Year 1: Chapter 5 Food Service Equipment
   Text Year 1: Chapter 10 Business Math
   Text Year 2: Chapter 5 Desserts and Baked Goods

E. Unit V: Garde Manger and Catering

1. Purpose: Students will understand the tasks involved in operating a catering business. Students will assist in planning events, demonstrate knowledge of food preparation considerations for on and off site catered events, serve the public, and observe safe food handling and storage procedures.

2. Length: 40-80 hours

3. Activities primarily lab/catered events, planning and costing worksheets, procedural videos
   a. Identification and equipment use in garde manger
      1. cutting tools
      2. molds
      3. pastry/decorating tips
   b. Presentation techniques
   c. Garnishing techniques
   d. Preparation of seasoning agents
      1. wet and dry marinades
      2. chutneys and relishes
      3. sauces and dressings
   e. Quantity Production
      1. salads/dressings
      2. soups
      3. appetizers
      4. vegetable/fruit platters
      6. dips/spreads
      7. ethnic themes/regional cooking
8. main course
9. desserts

f. Hospitality Industry/People Skills
   1. Individual personal hygiene and image
   2. Service to the customer
   3. Problem solving before events
   4. Organizing events/equipment/anticipated needs
   5. Problem solving during events

g. Budget Development for Catered Events
   1. Recipe conversions
   2. Product identification
   3. Unit pricing
   4. Recipe costs
   5. Yield prices

4. Method of Evaluation: Food production for events, attendance during events, completed price sheets, quiz

5. ProStart Tools: Text Year 1: Chapter 1 Successful Customer Relations
   Text Year 1: Chapter 5 Food Service Equipment
   Text Year 1: Chapter 9 Salads and Garnishes
   Text Year 1: Chapter 10 Business Math
   Text Year 1: Chapter 12 Controlling Foodservice Costs
   Text Year 2: Chapter 1 History of Food
   Service/Cuisines of the World
   Text Year 2: Chapter 4 The Art of Service
   Text Year 2: Chapter 7 Purchasing and Inventory
   Text Year 2: Chapter 6 Marketing and the Menu
   Text Year 2: Chapter 9 Standard Accounting Practices
   Text Year 2: Chapter 11 Tourism and Retail Industry
   Text Year 2: Chapter 12 Communicating with Customers

F. Unit VI: Preparation for the Workplace/Career Planning
   1. Purpose: To provide opportunity for students to explore career options, assess personal aptitude for the workplace, investigate career paths, understand personal and work specific skills required for success in the workplace, and to develop personal resumes and portfolios for job search utilization.

2. Length: 30-60 hours
3. Activities presented through lecture, worksheets, computer searches, interest inventories, personal interviews, and written assignments:
   a. Skill Assessment/Interest Inventory/Job Keeping Skills
   b. Image and the Workplace/Culinary History
   c. Labor Relations
   d. Wage/Deductions
   e. Working Hierarchy
   f. Job Search
      1. Applications
      2. Interviews
      3. Resumes
      4. Portfolios
   g. Communication Skills
      1. Phone
      2. Vocabulary
      3. Proper business language
      4. Conflict management
      5. Criticism/compliments
      6. Non-verbal

4. Method of Evaluation: Completed assignments, finished resume, completed portfolio, and cover letters

5. ProStart Tools: Text Year 1: Chapter 1 Successful Customer Relations
   Text Year 1: Chapter 8 Working with People
   Text Year 2: Chapter 3 The Lodging Industry
   Text Year 2: The Art of Service
   Text Year 2: Marketing and the Menu
   Text Year 2: Tourism and the Retail Industry
   Text Year 2: Communicating with Customers

G. Unit VII: Work Experience/(Community Classroom)-Optional
   1. Purpose: To develop and improve work skills through on the job training.

   2. Length: Total Course Hours 360

   3. Activities: On the job training plans for training certificates

   4. Method of Evaluation: Employer evaluation and training plan assessment

10. ACADEMIC CREDIT: This is a two-semester course. Student will receive 10 units per semester from Arcata High School.
11. INSTRUCTIONAL STRATEGIES:
   A. Lecture
   B. Record Keeping
   C. Demonstration
   D. Research
   E. Internet Research
   D. Hands On Skill Development
   F. Individual Instruction
   E. Peer Tutors
   F. Software applications
   G. Work Experience

12. INSTRUCTIONAL RESOURCES:
   A. Videos, PowerPoint Presentations, Transparencies
   B. Instructor created material
   C. National Restaurant Association Pro Start Curriculum Materials
   D. Guest Lectures
   E. FOOD PROCESSOR (Esha) software for nutritional analysis
   F. NUTRITIONAL RECIPE ANALYSIS (Esha) software for recipe analysis
   E. Texts
     National Restaurant Association: Becoming a Foodservice Professional Year 1, 1998
     National Restaurant Association: Becoming a Foodservice Professional Year 2, 1998
     The Food and Beverage Institute: Cooking Essentials for the New Professional Chef, 1997
   F. Reference Materials: Culinary Publications, Cookbooks, Internet Resources, ServSafe National Restaurant Association instructional Materials

13. CERTIFICATES EARNED: HROP Host/Hostess, Bus Person, Dishwasher, Food Preparation Assistant, Certificate of Participation

   SERV SAFE Food Handler Certification
   National Restaurant Association Certification

   PRO START- Credit by Exam College of the Redwoods

   National Restaurant Association High School PRO START Certification