



<p>Section i.2: Career Opportunities in Food Service</p> <p>Section i.3 Starting Your Career in Food Service</p> <p>Section i.4 Preparing Your Portfolio and Resume</p>	<ul style="list-style-type: none"> <li>➤ Identify and give examples of positive work attitudes.</li> <li>➤ Give examples of career opportunities in the foodservice industry; and</li> <li>➤ Make a list of qualities for successful foodservice employees.</li> <li>➤ Outline a plan for an effective job search;</li> <li>➤ Give a list of effective cover letter elements,</li> <li>➤ Write a cover letter; and</li> <li>➤ Demonstrate networking skills.</li> <li>➤ Assemble a portfolio of their best work</li> <li>➤ Write a resume that lists skills and competencies.</li> </ul>	
<p><b>Unit 2: <i>Successful Customer Relations</i></b></p> <p>Section 1.1 The Importance of Customer Service</p> <p>Section 1.2: The Manager's Role in Customer Service</p>	<ul style="list-style-type: none"> <li>➤ Recognize and state the importance of customer service to food service by being able to list the reasons and the ways to make a positive first impression in the foodservice industry;</li> <li>➤ Describe a variety of customers that may have special needs; and</li> <li>➤ Distinguish between effective and ineffective communication with customers by giving examples.</li> <li>➤ Explain how customer satisfaction directly affects a restaurant's success and</li> <li>➤ Outline the service planning process.</li> </ul>	<p>10 hours instruction</p>
<p><b>Unit 3: <i>Preparing and Serving Safe Food</i></b></p> <p>Section 2.1: The Importance of Food Safety</p>	<ul style="list-style-type: none"> <li>➤ List reasons why it is important to keep food safe.</li> <li>➤ Describe good personal hygiene and how it affects food safety.</li> <li>➤ Demonstrate the steps to proper hand washing.</li> <li>➤ Give examples of potentially hazardous foods.</li> <li>➤ Categorize and describe the microorganisms that cause foodborne illnesses.</li> <li>➤ Identify and list ways chemical and physical hazards can contaminate food.</li> <li>➤ Distinguish between situations in which contamination and cross contamination occur.</li> <li>➤ List the conditions under which bacteria</li> </ul>	<p>5 hours</p>

<p>Section 2.2: Establishing a Food Safety System</p> <p>Section 2.3: The flow of Food</p> <p>Section 2.4: A clean and Sanitary Kitchen</p>	<p>multiply rapidly and use the letters FAT-TOM.</p> <ul style="list-style-type: none"> <li>➤ Explain how time and temperature guidelines can reduce growth of microorganisms.</li> <li>➤ Define the food temperature danger zone and list temperatures that fall within that zone.</li> <li>➤ Differentiate between different types of thermometers and demonstrate how to use them.</li> <li>➤ List the seven major steps in a Hazard Analysis Critical Control Point (HACCP) food safety system.</li> <li>➤ Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.</li> <li>➤ Compare different types of storage areas found in a foodservice operation.</li> <li>➤ define the difference between clean and sanitary</li> <li>➤ demonstrate the procedures for cleaning and sanitizing tools and equipment.</li> </ul>	<p>3 hours</p> <p>5 hours</p> <p>5 hours</p>
<p><b>Unit 4: <i>Preventing Accidents and Injuries</i></b></p> <p>Section 3.1: Introduction to Workplace Safety</p> <p>Section 3.2: Preventing Fires and Burns</p> <p>Section 3.3 Preventing Slips, Trips and Falls</p>	<ul style="list-style-type: none"> <li>➤ State who is legally responsible for providing a safe environment and ensuring safe practices.</li> <li>➤ Be familiar with the role of Occupational Safety and Health Administration (OSHA) regulations.</li> <li>➤ State in your own words the Hazard Communication Standard requirements for employers.</li> <li>➤ Identify electrical hazards</li> <li>➤ Classify different types of fires and fire extinguishers</li> <li>➤ Outline proper actions to take in the event of a fire at a foodservice operation</li> <li>➤ Describe the ways to prevent burns</li> <li>➤ List hazards that contribute to injury due to slips, trips, or falls;</li> <li>➤ Outline the proper procedures for cleaning up spills on floors</li> <li>➤ Demonstrate how to safely use ladders.</li> </ul>	<p>2 hours</p> <p>1 hour</p> <p>1 hour</p> <p>1 hour</p>

<p>Section 3.4: Lifting and Carrying Safely</p> <p>Section 3.5: Preventing Cuts</p>	<ul style="list-style-type: none"> <li>➤ Demonstrate proper lifting and carrying procedures to avoid injury.</li> <li>➤ Students will locate and list hazards that can cause cuts.</li> <li>➤ Students will demonstrate correct and safe use of knives</li> </ul>	<p>2 hours</p>
<p>Unit 5: <b><i>Kitchen Basics</i></b></p> <p>Section 4.1 Using Standardized Recipes</p> <p>Section 4.2: Getting Ready to Cook</p> <p>Section 4.3: Cooking Methods</p>	<ul style="list-style-type: none"> <li>➤ Identify the components and functions of a standardized recipe,</li> <li>➤ Convert recipes to yield smaller and larger quantities,</li> <li>➤ Describe the use of common liquid and dry measure tools,</li> <li>➤ Explain the difference between customary and metric units of measure.</li> <li>➤ Demonstrate effective <i>mise en place</i> through practicing it.</li> <li>➤ Students will be able to identify different functions of several types of knives and demonstrate their proper uses and a variety of knife cuts, such as <i>julienne, rondele, and brunoise.</i></li> <li>➤ List common spices and herbs and describe their uses</li> <li>➤ Demonstrate several basic preparation techniques, including clarifying butter, separating eggs, whipping egg whites, and making parchment liners</li> <li>➤ Describe dry-heat cooking methods and list the foods to which they are suited;</li> <li>➤ Describe moist-heat cooking methods and list the foods to which they are suited;</li> <li>➤ Describe combination-cooking methods and list the foods to which they are suited.</li> </ul>	<p>2 hours</p> <p>5 hours</p> <p>10 hours</p> <p>2 hours</p> <p>2 hours</p> <p>5 hours</p> <p>5 hours</p> <p>2 hours</p>
<p>Unit 6: <b>Foodservice Equipment</b></p> <p>Section 5.1: Receiving, Storage, and Preparation Equipment</p> <p>Section 5.2: Cooking, Holding, and Service Equipment</p>	<ul style="list-style-type: none"> <li>➤ Demonstrate how to use scales and carts to receive food and supplies.</li> <li>➤ Demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales, and scoops</li> <li>➤ Demonstrate how to properly sharpen and use different types of knives</li> <li>➤ Give examples of preparing foods using pots and pans</li> <li>➤ Explain how to store food and supplies properly on shelves and in refrigerators and freezers</li> </ul>	<p>5 hours</p> <p>1 hours</p>



Section 7.2: The Versatile Egg	<ul style="list-style-type: none"> <li>➤ List the characteristics of eggs and include size and grade.</li> <li>➤ Prepare and serve eggs using a variety of cooking methods;</li> <li>➤ Describe the ways to keep eggs and egg products safe and sanitary.</li> </ul>	5 hours
Section 7.3: Breakfast Foods	<ul style="list-style-type: none"> <li>➤ Prepare the following breakfast and beverage items: pancakes, crepes, waffles, French toast, ham, hash, cold cereals, oatmeal, sausage and coffee, tea and cocoa.</li> </ul>	5 hours
Section 7.4: Sandwiches	<ul style="list-style-type: none"> <li>➤ Give examples of different types of sandwiches, including simple hot, open-faced, hors d'oeuvres, grilled, deep-fried, and simple cold</li> <li>➤ Students will be able to explain the roles of the three components of a sandwich:</li> <li>➤ Develop a list of sanitation procedures for preparing sandwiches.</li> <li>➤ Students will be able to list the necessary tools and equipment to make sandwiches at a sandwich station</li> <li>➤ Demonstrate the preparation of several types of sandwiches using spreads and fillings</li> </ul>	20 hours
<b>Unit 9: Working with People</b> Section 8.1: Learning to Work Together  Section 8.2: Interviewing and Orientation  Section 8.3: Training and Evaluation	<ul style="list-style-type: none"> <li>➤ Explain how stereotypes and prejudices can negatively affect how people work together</li> <li>➤ List and demonstrate effective legal interviewing skills</li> <li>➤ State the importance of having new-employee orientation</li> <li>➤ Describe common elements of orientation programs</li> <li>➤ Summarize and discuss effective group and on-the-job training</li> <li>➤ List and apply effective techniques used in performance evaluations</li> </ul>	5 hours
<b>Unit 10: Salads and Garnishes</b> Section 9.1 Salads	<ul style="list-style-type: none"> <li>➤ Identify and describe the various ingredients used to make salads,</li> <li>➤ Demonstrate designing attractive salads;</li> <li>➤ Classify and compare types of salads served at different points in the meal;</li> <li>➤ Demonstrate appropriate methods to clean salad greens; and</li> <li>➤ Design a procedure to prepare and store salads properly.</li> </ul>	5 hours,



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<p><b>1. Personal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Classroom policies &amp; procedures</li> <li>▪ Ethics <ul style="list-style-type: none"> <li>→ Work</li> <li>→ Business</li> </ul> </li> <li>▪ Sexual harassment laws</li> <li>▪ Personal skills, including positive attitude, self-confident, honesty, perseverance &amp; self-discipline</li> <li>▪ Professional appearance</li> <li>▪ Time management</li> <li>▪ Lifelong learning</li> </ul>	<p><b>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, &amp; other positive traits affect employability.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and understand classroom policies &amp; procedures</li> <li>▪ Define work and business ethics &amp; demonstrate the importance of ethical standards &amp; social responsibilities in the business environment.</li> <li>▪ Discuss the laws applicable to sexual harassment &amp; discuss tactics for handling harassment situations.</li> <li>▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> <li>→ Positive attitude</li> <li>→ Self-confidence</li> <li>→ Honesty</li> <li>→ Perseverance</li> <li>→ Self-discipline</li> </ul> </li> <li>▪ Demonstrate and model personal hygiene and acceptable professional attire</li> <li>▪ Prioritize tasks and meet deadlines</li> <li>▪ Explain the importance of lifelong learning</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>CAREER PERFORMANCE STANDARDS</b></p>	<p><b>EXPECTED STUDENT OUTCOMES</b></p>	<p><b>HOURS</b></p>
<p><b>Instruction will include:</b></p>	<p><b>Student will be able to:</b></p>	
<p><b>2. Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Group dynamics</li> <li>▪ Conflict resolution and negotiation</li> <li>▪ Team work</li> <li>▪ Etiquette across gender and cultural groups</li> </ul>	<p><b>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and explain the key concepts of group dynamics</li> <li>▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment</li> <li>▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles</li> <li>▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups</li> </ul>	<p><b>Integrated in content area skills</b></p>

<p><b>3. Thinking and Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>▪ Critical and creative thinking skills</li> <li>▪ Logical reasoning and problem-solving skills</li> <li>▪ Numerical estimation, measurement, and calculation</li> <li>▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions</li> </ul>	<p><b>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</b></p> <ul style="list-style-type: none"> <li>▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed</li> <li>▪ Demonstrate logical reasoning and problem solving skills in a work environment</li> <li>▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> <li>→ Whole number math</li> <li>→ Decimals &amp; fractions</li> <li>→ Counting &amp; monetary functions</li> <li>→ Use of tables &amp; graphs</li> </ul> </li> <li>▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>CAREER PERFORMANCE STANDARDS</b></p>	<p><b>EXPECTED STUDENT OUTCOMES</b></p>	<p><b>HOURS</b></p>
<p><b>Instruction will include:</b></p>	<p><b>Student will be able to:</b></p>	
<p><b>4. Communication Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written communications</li> <li>▪ Verbal and Nonverbal communications</li> <li>▪ Active and effective listening</li> <li>▪ Proper etiquette in business communications</li> <li>▪ Writing and editing skills</li> <li>▪ Use of reference material and handbooks</li> <li>▪ Oral presentations</li> </ul>	<p><b>4. Understand principles of effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Read and implement written instructions, technical manuals, written communication, and reference books</li> <li>▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods</li> <li>▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback</li> <li>▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones)</li> <li>▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> <li>→ Use correct grammar, punctuation, capitalization, vocabulary and spelling</li> <li>→ Write, proofread and edit</li> <li>→ Select and use appropriate forms of communication</li> </ul> </li> <li>▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks</li> </ul>	<p><b>Integrated in content area skills</b></p>

<p><b>5. Occupational Safety</b></p> <ul style="list-style-type: none"> <li>▪ Good safety practices</li> </ul>	<p><b>5. Understand occupational safety issues, including avoidance of physical hazards</b></p> <ul style="list-style-type: none"> <li>▪ Model and implement good safety practices including: <ul style="list-style-type: none"> <li>→ Avoidance and reporting of physical hazards in the work environment</li> <li>→ Safe operation of equipment</li> <li>→ Proper handling of hazardous materials</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>CAREER PERFORMANCE STANDARDS</b></p>	<p><b>EXPECTED STUDENT OUTCOMES</b></p>	<p><b>HOURS</b></p>
<p><b>Instruction will include:</b></p>	<p><b>Student will be able to:</b></p>	
<p><b>6. Employment Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Expand awareness of career opportunities</li> <li>▪ Set employment goals and objectives</li> <li>▪ Aptitudes, personal characteristics and interests</li> <li>▪ Develop portfolio to C-TAP standards</li> <li>▪ Develop interviewing techniques</li> </ul>	<p><b>6. Understand career paths and strategies for obtaining employment.</b></p> <ul style="list-style-type: none"> <li>▪ Explore career opportunities and develop a career plan</li> <li>▪ Identify steps for setting goals and writing personal goals and objectives</li> <li>▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities</li> <li>▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> <li>→ Letter of Introduction</li> <li>→ Cover letter</li> <li>→ Resume</li> <li>→ Thank you letter</li> <li>→ Job application</li> <li>→ Licenses, Certificates and Awards</li> <li>→ Transcripts</li> <li>→ Letters of Recommendation</li> <li>→ Work Samples</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>7. Technology Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Apply Industry specific technology</li> <li>▪ Use Industry specific software</li> <li>▪ Demonstrate Keyboarding</li> <li>▪ Accessing information</li> <li>▪ Lifelong enhancement of technology skills</li> </ul>	<p><b>7. Understand and adapt to changing technology.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and demonstrate use of appropriate technology</li> <li>▪ Identify and use industry specific software</li> <li>▪ Demonstrate proficiency in alphanumeric keyboarding</li> <li>▪ Input and retrieve information</li> <li>▪ Understand the importance of lifelong learning in adapting to changing technology</li> </ul>	<p><b>Integrated in content area skills</b></p>

10. **HOURS OF INSTRUCTION**            2 hours lecture/ week  
   3 hours lab/ week  
   5 hours total/week = 180 hours/ year

11. **ARTICULATION AGREEMENT WITH JUNIOR COLLEGE:**            None

12. **CREDITS**                            10 High School credits per 180 hours per year, qualifies for Vocational Arts graduation requirement

13. **INSTRUCTIONAL STRATEGIES**

- Classroom lecture
- Classroom demonstration
- Equipment and process demonstration
- One-on-one student/instructor interaction
- Food Preparation
- Job Shadowing and Internships at local foodservice establishments

14. **INSTRUCTIONAL RESOURCES**

- *ProStart, Year One* by National Restaurant Association
- *Guide to Good Food* by Largen and Bence
- Videos
- Recipe Books
- Advisory Committee
- Industry resources (ie: Promotional board materials)
- Internet Resources (ie. USDA Website, food websites, March of Dimes Website, etc.)

15. **CERTIFICATES:** Students that complete the two year ProStart program of the National Restaurant Association, complete an industry internship of 400 hours, pass the NRA's national test are eligible to receive a certificate of completion from the National Restaurant Association. In addition, the NRA has \$2000 scholarships available which are matched by the California Restaurant Association. Many culinary schools and universities recognize the ProStart program and give priority registration to students that have completed it.