

# **RESTAURANT OCCUPATIONS COURSE OUTLINE**

- 1. COURSE TITLE:** HROP Restaurant Occupations
  
- 2. CBEDS TITLE:** Food and Hospitality Services
  
- 3. CBEDS NUMBER:** 4420
  
- 4. JOB TITLES/DOT CODES:**
  - 313.281-010** Cook
  - 313.361-018** Cook Apprentice
  - 313.381-022** Cook, Barbecue
  - 313.361-022** Cook, Station
  - 313.361-014** Food-Service Worker
  - 412.687-010** Food Preparer
  - 319.677-014** Food-Service Worker Hospital
  - 319.484-010** Food Assembler, Kitchen
  - 313.381-026** Cook, Pastry
  - 313.381-018** Cook Apprentice, Pastry
  - 313.381-010** Baker
  - 187.167-106** Caterer
  - 319.677-101** Caterer Helper
  - 10.10-10** Host/Hostess Restaurant
  
- 5. COURSE DESCRIPTION:** Restaurant Occupations is a course designed to prepare students for entry level work in the food service 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:** 360 hours (1 academic year, 2 semester course)
  
- 7. PREREQUISITES:** Beginning Food, Intermediated Foods or Teacher Approval
  
- 8. DATE:** November 2002
  
- 9. COURSE OUTLINE:**
  - 9.1 Career Preparation Standards**
    - A. To fulfill goals of Food Service and Hospitality technical core Performance Standards:**
      - 1. Personal Skills**

2. **Interpersonal Skills**
3. **Thinking and Problem Solving Skills**
4. **Communications Skills**
5. **Occupation Safety**
6. **Employment Literacy**
7. **Technology Literacy**
8. **Regulations and Safety Procedures**
9. **Operational Procedures**
10. **Basic Dietary Guidelines**

**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 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**
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.**

### **9.1 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. **Safety Data Sheets**
  - 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**

**4. Method of Evaluation: Quiz, lab practices, notebook**

**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**

**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 supplemented 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**
- l. **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.**

**C. Unit IV: Basic Baking**

- 1. **Purpose: To introduce students to the preparation skill 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**
  - l. **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.**

**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 maner**
    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**
    5. **dips/spreads**
    6. **ethnic themes**
    7. **main course**
    8. **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**

**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**
  - 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/complements
  - 6. Non-verbal

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

**G. Unit VII: Work Experience/(Community Classroom)-Optional**

- 1. Purpose: To provide an opportunity for students to develop and improve work skills through on the job training.
- 2. Length: Varies
- 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
- F. Individual Instruction
- G. Hands on Skill Development
- H. Peer Tutors
- I. Software Applications
- J. 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
- G. 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.
- H. Reference Materials: Culinary Publications, Cookbooks, Internet Resources.

13. Certificates Earned: HROP Host/Hostess, Bus Person, Dishwasher, Food Preparation Assistant, Certificate of Participation, SERV SAFE Food Handler Certification, National Restaurant Association Certification.