



**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
NORTH & SOUTH
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Culinary Careers I & II - Food Service and Hospitality/Hospitality, Tourism, and Recreation Industry Sector

2. CBEDS TITLE

Food and Hospitality Services

3. CBEDS NUMBER

4420

4. JOB TITLES

O*NET	TITLE
65021	Baker/Baker Helper
65026	Cook/Chef
65026	Cook Helper
65002	Host/Hostess
65038B	Kitchen Helper
65008A	Waiter/Waitress

5. COURSE DESCRIPTION

This instructional program prepares students with food production, preparation, and service skills for employment in institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products; nutritive values; safety and sanitation; use and care of commercial equipment; management of food establishments; cost and profitability analysis; side work and customer orders; and handling cash and credit transactions.

6. HOURS

Classroom Theory/Applied	360
Community Classroom/Coop Voc Ed	180
TOTAL HOURS	540

7. RECOMMENDED PREREQUISITE

Required Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended

8. DATE WRITTEN
UPDATED 11/04/08

B. Career Technical Skills								
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS			Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
10		I. NUTRITION			* See attached pages that follow			
			A. Describe nutritional principles and concepts B. Evaluate nutrition based on menu applications outlined in the American Dietetic Association (ADA) guidelines C. Create food plans accordingly D. Discuss preparation techniques E. Explore specialized dietary plans F. Use food preparation techniques that conserve nutrients G. Interpret nutritional or ingredient information H. Read food labels Analyze nutrition information sheets	M1.2 M1.2 SC.10 C M1.3	R R M R R	B10.1 B10.2 B10.3 B10.1 B10.1 B10.2 B10.1 B10.1 B10.2	T T T T T T T T	
5		II. Safety Regulations and Emergency Procedures						
			A. Demonstrate understanding of safe work habits, security, and emergency procedures B. Describe the types and causes of accidents C. Explain and demonstrate procedures to reduce and prevent accidents D. Demonstrate proper procedures for lifting & handling accidents E. Explain the role of California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry F. Analyze the purpose of and information in the Material Safety Data Sheets (MSDSs)	C2.1-2.7	R	All of B2.0 B3.0	T	

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15	20	III. Sanitation and Food Handling				
		<ul style="list-style-type: none"> A. Demonstrate food safety and sanitation procedures in all food handling activities <ul style="list-style-type: none"> 1. Food receiving, storage, production, service, and clean up B. Describe specific principles of Hazard Analysis Critical Control Point (HACCP) C. Applying critical control points for time and temperature D. Maintain standards in personal grooming and hygiene as required by local, state, and federal health and safety codes E. Describe and follow local, state, and federal sanitation regulations for food service establishments F. Describe types of food contamination and cases of food-borne illnesses <ul style="list-style-type: none"> 1. List potential causes and methods of prevention G. Use appropriate procedures for sanitizing work surfaces and storing tools, utensils, appliances, and equipment 	SB10A, B,D,E M 1.1	R	B2.1 B2.2 B2.3 B2.4 B3.4	T T T T T
25	40	IV. Introduction to Food Technology				
		<ul style="list-style-type: none"> A. Discuss the nature and composition of food materials B. Examine how food materials behave under various conditions C. Explain and demonstrate how foods behavior applies to the treatment and preparation of various foods D. Describe the process for making flowcharts of recipes <ul style="list-style-type: none"> 1. Chart the steps of a full cycle from receiving the ingredients to preparing and serving the food 	SB10A C2.1-2.7	R R	B6.1 B6.2 B6.3 B6.4 B6.5 B6.6	T T T T T T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
70	50	V. Introduction to Baking				
		<ul style="list-style-type: none"> A. Interpret common baking terms in bakery production B. Exhibit the use of sanitation and safety practices in bakery production C. Use common bakery tools, utensils, and equipment in bakery production D. Demonstrate a mastery of basic baking principles in bakery production <ul style="list-style-type: none"> 1. Identify and compare types of flour, shortening, and leavening agents 2. Prepare quality yeast-raised products, quick breads, cakes and icings, pastries and pies, and cookies 3. Prepare icings, fillings, and meringues E. Incorporate standardized recipe adjustment into bakery production F. Interpret a bakery production assignment/schedule to bakery production needs G. Decorate and display bakery items, including breads and other baked items, and desserts, using appropriate procedures and techniques 	M1.1 M1.2 M1.3 M1.6 M1.7 M2.2 M2.8 SB1.0 SB2.0 SB3.0	R R R R R R R R R R	B7.1 B7.2 B7.3 B7.4 B10.1 B10.2 B10.3	T T T T T T T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
70	20	VI. Introduction to Hot Foods				
		A. Explain the importance of pre-preparation B. Identify reasons for blanching, precooking and marinating C. Demonstrate the ability to blanche, par cook and create a marinade D. Apply pre-preparation procedures for deep frying <ol style="list-style-type: none"> 1. Breading 2. Dredging 3. Creating batters E. Prepare a roux F. Use a sachet or spice bag for flavoring liquids G. Prepare, cool and store stocks properly H. Prepare glazes I. Evaluate and use convenience bases J. Explain the function of sauces K. Identify and use a variety of thickening agents L. Prepare miscellaneous hot and cold sauces and pan gravies M. Prepare and evaluate cream and pureed soups N. Prepare and evaluate a variety of bisques, chowders, specialty soups and national soups O. Demonstrate the ability to prepare, serve, cool and store a variety of stocks, soups, sauces, gravies and thickening agents	M1.1 M1.2 M2.2 SB1.0 SB2.0 S	R R R R R	B3.0 B6.1 B6.2 B6.3 B6.4 B6.5 B6.6 B10.1 B10.2 B10.3	T T T T T T T T T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
80	20	VII. Vegetables, Starches, Pastas, Casseroles and Grain Products				
		<p>A. Explain how to control texture, flavor, color and nutrients during the preparation, cooking, holding and serving of a variety of vegetables</p> <p>B. Prepare vegetables</p> <ol style="list-style-type: none"> 1. Prepare and evaluate a variety of cooked vegetables using the following cooking methods: <ul style="list-style-type: none"> ▪ Boiling and steaming ▪ Sautéing, braising and pan-frying ▪ Baking, broiling and deep-frying. 2. Evaluate the quality of fresh, frozen and canned vegetables 3. Store fresh, cooked and processed vegetables to maximize shelf life <p>C. Prepare starches</p> <ol style="list-style-type: none"> 1. Prepare/evaluate a variety of cooked potatoes <ul style="list-style-type: none"> ▪ Use the following cooking methods: boiling, steaming, pureeing, baking, sautéing, pan-frying and deep-frying 2. Prepare/evaluate a variety of cooked rice products <ul style="list-style-type: none"> ▪ Use methods such as boiling, steaming and frying. ▪ Describe the major types of rice 3. Prepare/evaluate a variety of pasta products 4. Demonstrate the ability to prepare, serve and store a variety of vegetable, pasta and starch products. 	M1.1 M2.2 SB1.0 SB2.0 SB3.0	R R R R R	All B1.0- B12.0	T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
		<p>E. Adjust standard recipes and use correct computational skills to serve more or fewer persons than specified</p> <p>F. Use standard procedures in measuring and weighing solid and liquid foods</p> <p>G. Plan the production schedule so that foods are ready at serving time</p> <p>H. Discuss the advantages and disadvantages of foods made from scratch versus convenience products in terms of cost, preparation, and quality</p> <p>I. Analyze time and energy-saving products and techniques used to prepare food items</p> <p>J. Use a variety of food preparation and baking techniques that produce consistent products</p> <p>K. Identify, use, and store herbs, spices, and extracts properly</p> <p>L. Design and create menus for special occasions as specified by the catering customer</p> <p>M. Estimate food, beverage, labor, and other costs</p> <p>N. Hold and store prepared foods, utensils, and equipment until needed</p> <p>O. Demonstrate planning menu items based on standardized recipes to meet customer needs</p> <p>P. Maintain the quality and safety of transported food and beverages (Quantity food service – Principles, procedures)</p>	WS1.5,1 2.5	R		T
360	180	Total Hours				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

- Works both independently and collaboratively
- Attends regularly and on time
- Practices good safety procedures
- Solves problems, thinks critically and makes good decisions
- Plans work and takes initiative
- Demonstrates leadership and the willingness to help train others

SAFETY REGULATIONS AND EMERGENCY PROCEDURES

- Explain the role of California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry
- Demonstrate understanding of safe work habits, and emergency procedures
- Demonstrate food safety and sanitation procedures in all food handling activities
- Describe specific principles of Hazard Analysis Critical Control Point (HACCP)

INTRODUCTION TO BAKING

- Demonstrate a mastery of basic baking principles in bakery production
- Identify and compare types of flour, shortening, and leavening agents
- Prepare quality yeast-raised products, quick breads, cakes and icings, pastries and pies, cookies, fillings, and meringues
- Incorporate standardized recipe adjustment into bakery production

INTRODUCTION TO HOT FOODS

- Explain the importance of pre-preparation
- Prepare a roux, glazes, and miscellaneous hot and cold sauces and pan gravies
- Demonstrate the ability to blanch, par cook and create a marinade
- Use a sachet or spice bag for flavoring liquids

VEGETABLES, STARCHES, PASTAS, AND GRAIN PRODUCTS

- Prepare and evaluate a cooked vegetables using the various cooking methods
- Prepare and evaluate a variety of cooked potatoes (boiled, steamed, pureed, bake, sautéed, pan-fried and deep-fried)
- Prepare and evaluate a variety of cooked rice products (boiled, steamed and fried)
- Demonstrate the ability to prepare breakfast foods (variety of egg items, pancakes, French toast, cooked breakfast cereals, hash brown potatoes)

QUANTITY FOOD SERVICES

- Apply the principle of mise en place (set in place) in assembling ingredients, tools, and supplies
- Measure and weigh ingredients according to a recipe's specifications
- Adjust standard recipes and using correct computational skills
- Analyze time and energy-saving products and techniques used to prepare food items
- Estimate food, beverage, labor, and other costs

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** Two years or 20 units

B. **Other**

ARTICULATION (Yes NCROP - Mission College)

UC APPROVAL None

INDUSTRY CERTIFICATION Serve Safe / NOCTI

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Guest presentations
- Group projects
- Field trips
- Videos
- Internet research
- Peer learning

D. **Instructional Materials:** Culinary Essentials, Johnson and Wales, 2007 Edition
 Cooks Companion By Sharon Herbst
 Serve Safe 2007 Edition

11. FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Math

- (1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- (1.6) Calculate the percentage of increases and decreases of a quantity.
- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
- (2.2) Add and subtract fractions by using factoring to find common denominators.

History/Social Science

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.d) Formulate explanations by using logic and evidence.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
 - (1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
 - (2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
 - (1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):
 - (10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers). Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):
 - (11.8) Students analyze the economic boom and social transformation of post-World War II America.
 - (11.8.1) Trace the growth of service sector, white collar, and professional sector jobs in business and government.
 - (11.8.2) Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
 - (11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
 - (11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).
 - (12.1.1) Examine the causal relationship between scarcity and the need for choices.
 - (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
 - (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
 - (12.2.7) Analyze how domestic and international competition in a market economy affects goods and

services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

Science

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Writing

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

c. Highlight central ideas or images.

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.

b. Offer detailed and accurate specifications.

- c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
- d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

Written & Oral English Language Conventions

- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.

Listening & Speaking

- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.4 Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.
- 2.5 Use appropriate vocabulary and the specialized terminology of the industry.
- 2.6 Understand verbal and nonverbal communication and respond appropriately.

3.0 CAREER PLANNING & MANAGEMENT

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 TECHNOLOGY

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Use appropriate technology in the chosen career pathway.

5.0 PROBLEM SOLVING & CRITICAL THINKING

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 HEALTH & SAFETY

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 RESPONSIBILITY & FLEXIBILITY

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.2 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 ETHICS & LEGAL RESPONSIBILITY

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 LEADERSHIP & TEAMWORK

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the principles of nutrition and their relationship to good health through the life cycle.

10.2 Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

10.3 Understand the principles of food purchasing, food preparation, and meal management in a variety of settings.

10.4 Understand commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

10.5 Understand the aspects of science related to food preparation, product development, and nutrition.

10.6 Understand food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.

10.7 Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

10.8 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle.

10.9 Understand how individuals apply strategies that enable them to manage personal and work responsibilities to enhance productivity in the workplace.

10.10 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers in the hospitality, tourism, and recreation industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. Food Service and Hospitality Pathway

The Food Service and Hospitality Pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition, food service management, and customer service.

B1.0 Students understand major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies:

B1.1 Know how the various segments of the industry contribute to local, state, national, and international economies.

B1.2 Analyze the advantages and disadvantages of the working conditions and of various careers in the food service and hospitality industry.

B1.3 Understand the relationship between industry trends and local, state, national, and international economic trends.

B1.4 Distinguish core elements of the food service and hospitality industry from various supporting industries.

B2.0 Students understand the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments:

B2.1 Understand the basic procedures for the safety of employees and guests, including the procedures for emergency situations.

B2.2 Understand the role of the California Occupational Safety and Health Administration in regulating practices in the food service and hospitality industry.

B2.3 Know the causes, prevention, and treatment of common accidents and the reporting procedures involved.

B2.4 Know the purpose of and information in material safety data sheets.

B3.0 Students understand the basic principles of sanitation and safe food handling:

B3.1 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.

B3.2 Know the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.

B3.3 Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.

B3.4 Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.

B3.5 Know the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.

B3.6 Understand the purpose of and process for required certification (e.g., ServSafe).

B4.0 Students understand the basics of food service and hospitality management:

B4.1 Analyze the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.

B4.2 Understand and interpret business plans.

B4.3 Understand the differences in goals and organizational management of various food service businesses.

B4.4 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.

B4.5 Know the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment (e.g., wage and hour laws, tenant status, and accommodation of minors).

B5.0 Students understand the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies:

B5.1 Understand how various departments in a food service facility contribute to the economic success of a business.

B5.2 Know the procedures for maintaining inventories; ordering food, equipment, and supplies; and storing and restocking supplies.

B5.3 Prioritize tasks and plan work schedules based on budget and personnel.

B5.4 Understand the relationship between facilities management and profit and loss, including the costs of breakage, theft, supplies use, and decisions for repairs or replacement.

B5.5 Know the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of material safety data sheets.

B5.6 Understand the procedures for cleaning, maintaining, and repairing facilities and equipment and the importance of preventive maintenance.

B6.0 Students understand and apply the basics of food preparation in professional and institutional kitchens:

B6.1 Know the qualities and properties of food items and ingredients used in food preparation.

B6.2 Use, maintains, and stores the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.

B6.3 Know the principle of *mise en place*, including the placement and order of use of ingredients, tools, and supplies.

B6.4 Prepare food by using the correct techniques and procedures specified in recipes and formulas.

B6.5 Use plating techniques, including accurate portioning and aesthetic presentation skills.

B6.6 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.

B7.0 Students understand and apply the basics of baking, pastry, and dessert preparation in professional and institutional kitchens:

- B7.1 Know the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
- B7.2 Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing, serving, and storing baked goods, pastries, and desserts.
- B7.3 Know the principle of *mise en place*, including the placement and order of use of the ingredients, tools, and supplies needed to produce baked goods, pastries, and desserts.
- B7.4 Produce baked goods, pastries, and desserts by using correct techniques, procedures, and various finishing techniques.

B8.0 Students understand and apply the knowledge and skills essential for effective customer service:

- B8.1 Understand the importance of customer service to the success of the food service establishment.
- B8.2 Understand the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.
- B8.3 Know common customer complaints and the service solutions for preventing or resolving complaints.
- B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse customers.
- B8.5 Interact with customers in a positive, responsive, and professional manner.

B9.0 Students understand and apply the basic procedures and skills needed for food and beverage service:

- B9.1 Understand the concept of *mise en place* in relation to food and beverage service.
- B9.2 Understand the required duties of various positions, including those of the host/ hostess, wait staff, bus person, and others related to opening, closing, change-off shift, and preparatory work.
- B9.3 Use safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.
- B9.4 Use proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.
- B9.5 Use appropriate, effective, and efficient techniques for writing food and beverage orders, relaying orders to the kitchen, coordinating and assembling food orders, preparing and presenting checks to customers, and processing payments.

B10.0 Students understand and apply basic nutritional concepts in meal planning and food preparation:

- B10.1 Understand basic nutritional principles and know how to use food preparation techniques that conserve nutrients.
- B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
- B10.3 Understand the process for creating nutritious, creative, and profitable menus in accord with availability and demand.

B11.0 Students understand and apply the basic processes of costing and cost analysis in food and beverage production and service:

- B11.1 Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.
- B11.2 Know the components of a profit-and-loss statement.
- B11.3 Understand the importance of the menu as the primary source of revenue generation and cost control.
- B11.4 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.
- B11.5 Understand the customer's perception of value and its relationship to profit and loss.

B12.0 Students understand the fundamentals of successful sales and marketing methods:

- B12.1 Understand basic marketing principles for maximizing revenue based on supply and demand.
- B12.2 Know the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.
- B12.3 Understand the various types of entrepreneurial opportunities in the food service industry.
- B12.4 Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.
- B12.5 Know methods to develop and maintain long-term customer relations.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability & Statistics
C Calculus

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced

CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced
CRP: Connections, Relationships, Proficient
CRA: Connections, Relationships, Advanced

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis
ELA-WSA: Writing Strategies & Applications
ELA-WOELC: Written & Oral English Language Conventions

Sectors

AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development & Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation