

FOOD & HOSPITALITY SERVICES

INDUSTRY SECTOR | Hospitality, Tourism & Recreation

PATHWAY | Hospitality Services

COURSE ESSENTIAL QUESTION:

Do you want to acquire the skills and training to become a culinary professional?

COURSE OVERVIEW:

This course is designed to prepare students for a variety of entry level jobs in the food service industry. Students will learn the basics of food preparation, customer service, safety, sales and equipment use. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards, which include safety, communication, technology, ethics, career planning and other employability skills.

INFORMATION:

- A. **Pre-requisite:** 16 years old or a 11th/12th grader
- B. **Abilities Required:** Students should have the ability to read, write at grade level, and possess basic math skills.
- C. **Dress Requirement and Grooming:** Students have to comply with hygiene and grooming standards set by the Health Department.
- D. **Students must master 73% of the certificate competencies to receive a certificate.**
- E. **Course Length:** 180 hours
- F. **Textbook:** Culinary Essentials by McGraw Hill
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** Yes
- J. **Sequencing to Include a Capstone:** Yes
- K. **Community College Articulation:** No
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** Yes
- N. **Career Technical Student Organization:** No
- O. **Word Based Learning:** Yes

IDEA/THEME: UNIT 1. CAREER PLANNING AND EMPLOYABILITY

ENGAGING TITLE: I AM A GO GETTER

ESSENTIAL QUESTION: WHERE DO YOU SEE YOURSELF IN FIVE YEARS?

INSTRUCTIONAL HOURS: 18 hours

Common Core Unit Objective

At the conclusion of this unit, students will assess career planning strategies from computer-aided presentation, textbook and internet research to create a portfolio to include: resume, cover letter, job application, interview questions, thank you note, and letter of resignation.

Key Assignments

- Students will create a portfolio to include: resume, employment application, job research, cover letter, resignation letter, employability skills list, etc.

Anchor Standards

- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FCCLA).
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.
- 11.2 Demonstrate proficiency in a career technical Pathway Standards that leads to certification, licensure, and/or continued learning at the postsecondary level.



Pathway Standards

- B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economics.
- B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.
- B1.3 Explain the relationship between industry trends and local, state, national, and international economy.
- B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.

Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

RESOURCES:

Resources

1. Computer-aided Presentation (Job Journey DVD)
2. PowerPoint Presentation
3. Textbook
4. Internet Research and Video: <https://youtu.be/As8XkNaHbs>



IDEA/THEME: UNIT 2. SANITATION AND FOOD HANDLING
ENGAGING TITLE: SANITATION IS THE FIRST LINE OF DEFENSE
ESSENTIAL QUESTION: HOW DO YOU GET FOOD POISONING?
INSTRUCTIONAL HOURS: 25 hours

Common Core Unit Objective

Using lecture notes, collaborative groups, and videos, students will compose a food safety inspection report identifying sanitary food handling procedures in their kitchen.

Key Assignments

- Students will summarize food handling do's and don'ts
- Students will compose a food safety inspection report identifying sanitary food handling procedures
- Create mise en place list

Anchor Standards

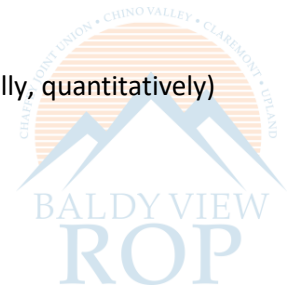
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality,
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.6 Maintain a safe and healthful working environment.

Pathway Standards

- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.2 Apply the principles of mise en place; including the placement and order of use of ingredients, equipment, tools, and supplies.
- B6.3 Prepare food by using correct terminology, food safety techniques, and procedures in recipes and formulas.

Common Core Standards

- RSIT 11-12.7. Integrate and evaluate multiple resources of information presented in different formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



RESOURCES:

Resources

1. Lecture Notes
2. Collaborative Groups
3. Online Tutorial (www.statefoodsafety.com)
4. Videos
 - a) <https://www.youtube.com/watch?v=GtwHnYjw2p0>
 - b) https://www.youtube.com/watch?v=FRb_bU213eg



IDEA/THEME: UNIT 3. HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT

ENGAGING TITLE: SAFETY FIRST

ESSENTIAL QUESTION: DOES SAFETY HAPPEN BY ACCIDENT?

INSTRUCTIONAL HOURS: 15 hours

Common Core Unit Objective

At the conclusion of this unit, students will summarize information learned on basic safety procedures from class lectures, videos and textbook chapters to create a safety poster.

Key Assignments

- Students will demonstrate kitchen safety procedures in everyday lab assignment.
- Students will answer questions regarding workplace safety.

Anchor Standards

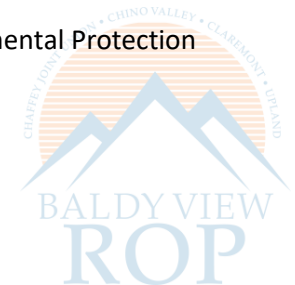
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.6 Maintain a safe and healthful working environment.

Pathway Standards

- B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.
- B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
- B2.3 Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the food service and hospitality industry.

Common Core Standards

Enter Common Core Standards



RESOURCES:

Resources

1. Class Lectures
2. PowerPoint
3. Videos (Kitchen Safety DVD)
4. Textbook



IDEA/THEME: UNIT 4. ETHICS AND LEGAL RESPONSIBILITIES

ENGAGING TITLE: I WILL TREAT OTHERS THE WAY I WANT TO BE TREATED.

ESSENTIAL QUESTION: “INTEGRITY IS DOING THE RIGHT THING EVEN WHEN NO ONE IS WATCHING” – C.S. LEWIS

INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

Following class lecture, textbook, and teacher facilitated class discussion, students will analyze various case studies on organizational behavior to develop an oral presentation.

Key Assignments

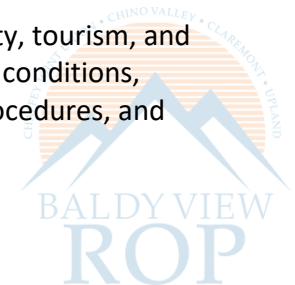
- A case study will be given to the students to ensure understanding of organizational behavior, and they will give an oral presentation to ensure understanding.

Anchor Standards

- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

Pathway Standards

- C1.0 Demonstrate understanding of major aspects of the hospitality, tourism, and recreation industry and the industry’s role in local, state, national, and global economics.
- C2.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
- C2.3 Explain common safety, security, and emergency policies and procedures used in the hospitality, tourism, and recreation industry to protect guests, visitors, and employees, such as safe work practices and conditions, confidentiality of customer information, control of keys, infectious disease control, first aid procedures, and emergency training.



Common Core Standards

- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

RESOURCES:

Resources

1. Class Lecture
2. Textbook
3. Teacher facilitated class discussion



IDEA/THEME: UNIT 5. LEADERSHIP AND TEAMWORK

ENGAGING TITLE: A TEAM IS A REFLECTION OF ITS LEADERSHIP

ESSENTIAL QUESTION: IS THE WHOLE OF THE TEAM GREATER THAN ITS PARTS

INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

At the conclusion of this unit, students will analyze information from class lectures, ted talks and textbook to introduce a presentation on preferred leadership style.

Key Assignments

- Students will analyze in groups to solve a case study that defines different management styles.
- Students will write a list of qualities that foodservice establishment managers should have.

Anchor Standards

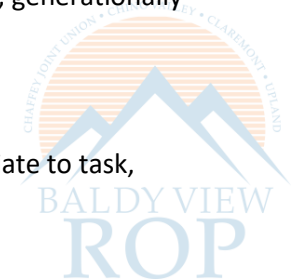
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FCCLA).
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

Pathway Standards

- B8.0 Apply the knowledge and skills essential for effective customer service.
- B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.

Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

1. Class Lectures
2. Videos
3. PowerPoint
4. Ted Talks
5. Textbook



IDEA/THEME: UNIT 6. COMMUNICATION SKILLS

ENGAGING TITLE: YOU ARE WHAT YOU SAY.

ESSENTIAL QUESTION: DO YOU HEAR WHAT I HEAR?

INSTRUCTIONAL HOURS: 15 hours

Common Core Unit Objective

Using lecture notes, textbook, videos and internet research, students will compose a list identifying effective communication skills at the workplace.

Key Assignments

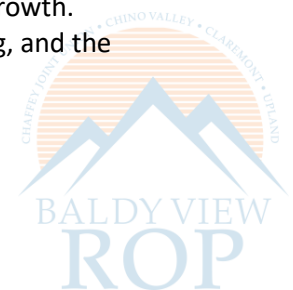
- Students will demonstrate communication skills through a mock job interview.
- Students will give a written feedback regarding their group performance to ensure effective communication skills.
- Students will practice interpersonal communication skills in their group setting.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written and multimedia formats.
- 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Pathway Standards

- B4.0 Analyze the basics of food service and hospitality management.
- B4.4 Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.
 - B4.5 Design and interpret business plans including: the mission, vision, target market, location, financing, and the community and ecological context of the business.



Common Core Standards

- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RESOURCES:

Resources

1. Lecture Notes
2. Textbook
3. Videos
4. Internet Research



IDEA/THEME: UNIT 7. BASIC COOKING PRINCIPLES
ENGAGING TITLE: KEEP CALM AND COOK ON
ESSENTIAL QUESTION: WOULD YOU CATCH A FALLING KNIFE?
INSTRUCTIONAL HOURS: 25 hours

Common Core Unit Objective

Using collaborative work group, internet research and demonstration, students will create menus reflecting basic cooking principles.

Key Assignments

- Students will create menus to demonstrate various cooking techniques.

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.

Pathway Standards

- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B3.4 Practice safe and sanitary procedures in all food handling; including food receiving, storage, production, service, and clean up.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.

Common Core Standards

WHSST 11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.



RESOURCES:

Resources

1. Collaborative Work Group
2. Videos (Knife Skills Videos)
3. Demonstration



IDEA/THEME: UNIT 8. PREPARATION PRINCIPLES

ENGAGING TITLE: EATING IS A NECESSITY, BUT COOKING IS AN ART.

ESSENTIAL QUESTION: DO YOU SMELL SOMETHING BURNING?

INSTRUCTIONAL HOURS: 11 hours

Common Core Unit Objective

Using collaborative work group, videos, PowerPoint presentation, internet research and demonstration, students will create a menu reflecting food preparation principles.

Key Assignments

- Students will create menus to demonstrate their understanding of the three components of the standardized recipe.

Anchor Standards

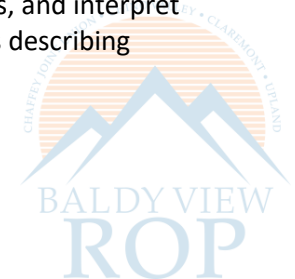
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.
- 10.6 Define and identify the basic principles of food safety and sanitation and proper techniques for preparing and serving food.

Pathway Standards

- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.

Common Core Standards

- A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraint on combinations of different foods.



RESOURCES:

Resources

1. Videos
2. PowerPoint Presentation
3. Internet Research
4. Demonstration



IDEA/THEME: UNIT 9. SALAD BAR PREPARATION

ENGAGING TITLE: SALAD IS NOT A MEAL. IT IS A STYLE.

ESSENTIAL QUESTION: DO I CHOP, SLICE OR DICE?

INSTRUCTIONAL HOURS: 11 hours

Common Core Unit Objective

Using collaborative work group, internet research, and demonstration, students will create a menu list reflecting salad bar preparation essentials.

Key Assignments

- Students will create a menu list reflecting salad bar preparation.

Anchor Standards

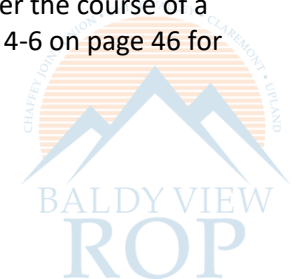
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.
- 10.9 Identify the aspects of science related to food preparation, product, development and nutrition.

Pathway Standards

- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
- B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
- B10.3 Create nutritious, creative, and profitable menus in accordance with availability and demand.

Common Core Standards

- RSIT 11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyst how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). (See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)



RESOURCES:

Resources

1. Internet Research
2. Demonstration



IDEA/THEME: UNIT 10. CUSTOMER SERVICE

ENGAGING TITLE: CUSTOMER SERVICE IS AN ATTITUDE NOT A DEPARTMENT.

ESSENTIAL QUESTION: CAN YOU BE A S.T.A.R (SMILE, TALK, ANTICIPATE, RESOLVE?)

INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

Using audio video presentation, lecture notes, and demonstration, students will compose an essay identifying quality customer service skills and examples.

Key Assignments

- Students will write an essay on quality customer service skills.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.4 Interpret information and draw conclusions based on the next analysis to make informed decisions.

Pathway Standards

- B8.0 Apply the knowledge and skills essential for effective customer service.
- B8.1 Analyze the importance of customer service to the success of the food service establishment.
- B8.2 Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.

Common Core Standards

- WHSST 11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



RESOURCES:

Resources

1. Audio Video Presentation
2. Lecture notes
3. Demonstration

