

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. **COURSE TITLE:** RESTAURANT ADVANCED CULINARY ARTS

2. **CBEDS TITLE:** RESTAURANT SALES AND MANAGEMENT

3. **CBEDS NUMBER:** 4420

4. **JOB TITLES:**
 - 35-1011.00 Chefs and Head Cooks
 - 35-1012.00 First-Line Supervisors/Managers of Food Preparation
 - 35-2011.00 Cooks, Fast Food
 - 35-2012.00 Cooks, Institution and Cafeteria
 - 35-2013.00 Cooks, Private Household
 - 35-2014.00 Cooks, Restaurant
 - 35-2014.00 Cooks, Short Order
 - 35-2019.99 Cooks, All Other
 - 35-2021.00 Food Preparation Workers
 - 39-3091.00 Amusement and Recreation Attendants

5. **COURSE DESCRIPTION:** This course provides advanced training in culinary arts. Employment possibilities include instruction will cover the following areas: advanced food preparation, menu planning and preparation, food service of foods and beverages, sanitation and safety, pricing, purchasing, operating controls for food service, equipment safety, food handling and sanitation as it applies to National Restaurant Association Educational Foundation., culinary techniques, terminology, garnishing and presentation, quantity techniques, use of fresh herbs, customer service skills, table service, marketing, employee traits, job search, and management techniques career preparation and use and care of professional equipment. Students will use equipment which includes: professional ranges, grills, steamers, steam tables, Hobart mixers, Cuisinarts and various chefs' knives. The students will develop competencies in academic core reinforcement, leadership, management career awareness and employability as they apply to food and nutrition.

6. **HOURS:** total 360 hours

7. **PREREQUISITES:** Restaurant Co-op, Restaurant Careers, or High School Culinary

8. **REVISION DATE:** December 2007

9. COURSE OUTLINE

a. Content Area

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.	
Instruction will include:	Student will be able to demonstrate:	CL/CC	CP
1. Specific Culinary, Food Service Competencies	1.1 Understand the basic principles of buffet and plate presentation.	10	5
	1.2 Understand the attributes a culinary student needs to become a professional.		5
	1.3 Knowledge of Culinary terminology.		5
	1.4 Ability to identify and safely use basic food service equipment and utensils.		5
	1.5 Understanding of methods of cooking, and various other terminologies specific to the food service industry.		5
	1.6 The ability to identify common herbs, spices and other ingredients.		5
	1.7 Understanding of portion control, product consistency and adjustment of yield in recipes.		5
	1.8 The ability to plan, select ingredients and prepare various soups, salads, sandwiches, entrees, baked goods and beverages.		5
	1.9 Understanding of the importance of meeting deadlines in planning, preparing, serving and/or transporting food for luncheons and other catered events.		5
	1.10 Understanding of principles of nutrition used in meal planning according to the USDA Food Pyramid.		5
	1.11 knowledge of the nutritional values of foods by reading the USDA Food Labels.		5

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.	
Instruction will include:	Student will be able to demonstrate:	CL/CC	C P
2. Industry and Employment Awareness	2.1 Understanding of positions available in the food service and hospitality industries, their duties and requirements. 2.2 Understanding of the processes in seeking and maintaining employment in the culinary and food service industry. 2.3 Understanding of the responsibility involved in being a guest in a culinary and food service establishment.	15	10 10 10
3. Food Safety and Sanitation	3.1 Knowledge in identifying the causes of food borne illnesses 3.2 Knowledge of proper food handling, storage, temperatures and procedures to prevent food-borne illnesses. 3.3 Understanding of proper hygiene and acceptable attire for food service workers. 3.4 Mastery of proper cleaning and dishwashing procedures necessary in maintaining a sanitary work environment. 3.5 Knowledge of handling foods in a safe manner 3.6 Understanding and follow a HACCP system 3.7 How to take appropriate actions to create and maintain a safe and sanitary working environment 3.8 Knowledge of safe practices to prevent burns, cuts and other injuries	15	10 10 10 5 5 10 10

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS	
		CL/CC	CP
Instruction will include:	Student will be able to demonstrate:		
6. Principles of Meat, Poultry, and Fish Cookery	6.1 Store and prepare meats for cooking appropriately.	5	5
	6.2 Identify a variety of meats.		5
	6.3 Understanding poultry inspections and grading practices..		5
	6.4 Store and prepare poultry for cooking		5
	6.5 Application of various cooking methods for meats, poultry, and fish		5
7. Principles of Bakeshop, Pastries and cookies, Cakes and Frostings	7.1 Recognize many of the specialized tools and equipment used in the bakeshop.	5	5
	7.2 Understand the baking process.		10
	7.3 Prepare a variety of cakes, cookies, dessert and pasty items.		10
	7.4 Prepare a variety of frostings.		5
	7.5 Assemble cakes using basic finishing and decorating techniques.		5

9. COURSE OUTLINE

b. Career Performance

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

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

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

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

- a. ARTICULATION:** Hartnell Community College
Monterey Peninsula College
Cabrillo Community College
California Culinary Academy, College of Food
- b. VOCATIONAL CREDIT:** 10 high school credits per semester
- c. ACADEMIC CREDIT:**
- d. INSTRUCTIONAL STRATEGIES:** Lecture, demonstration, videos, speakers. field trips, hands-on activities in the International Café, Community Classroom Program
- e. INSTRUCTIONAL MATERIALS:** On Cooking: A Textbook of Culinary Fundamentals
On Cooking Study Guide
The Sous Chef – Multimedia culinary arts.
ServSafe Essentials
videos, handouts, food products, restaurant equipment
- f. CERTIFICATES:** Certificate of Completion, indicating level of skills