

## MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

**1. COURSE TITLE:** RESTAURANT CAREERS

**2. CBEDS TITLE:** RESTAURANT MARKETING

**3. CBEDS NUMBER:** 4106

**4. JOB TITLES:**

Host	DOT	#310.137-010
Fast Foods Worker	DOT	#311.472-010
Counter Attendant	DOT	#311.477-014
Server, Formal	DOT	#311.477-026
Server, Informal	DOT	#311.477-030
Server, Buffet	DOT	#311.674-018
Busperson	DOT	#311.677-018
Cook	DOT	#313.361-014
Sous chef	DOT	#313.131-026
Cook, Fast Food	DOT	#313.374-010
Cook, Short Order	DOT	#313.374-014
Baker	DOT	#313.381-010
Baker, Pizza	DOT	#313.381-014
Cook Apprentice, Pastry	DOT	#313.381-018
Baker Helper	DOT	#313.684-010
Salad Maker	DOT	#317.384-010
Sandwich Maker	DOT	#317.664-010
Coffee Maker	DOT	#317.684-010
Food Order Expediter	DOT	#319.467-010
Food Service Worker, Hosp.	DOT	#319.677-014
Dishwasher	DOT	#318.687-010

**5. COURSE DESCRIPTION:** Course is designed to provide hands-on experience in entry level food service through the on-site restaurant classroom. The students learn to plan, prepare and sell and serve food. The Community Classroom Program exposes the student to additional work sites where they will receive on-the-job-training and unlimited employment opportunities.

**6. HOURS:** 10:20-12:20 Daily (total 540 hours)

**7. PREREQUISITES:** none

**8. REVISION DATE:** May 31, 2008

## 9. COURSE OUTLINE

### a. Content Area

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	CP
<b>Instruction will include:</b>	<b>Student will be able to demonstrate:</b>			
<b>1. Basic Food Service Competencies</b>	1.1 Knowledge of safe practices to prevent burns, cuts and other injuries.	20	10	
	1.2 Safe and sanitary use of equipment and utensils.	20	10	
	1.3 Knowledge of proper food handling, storage, temperatures and procedures to prevent food-borne illnesses.	20	10	
	1.4 Understanding of proper hygiene and acceptable attire for food service workers.	15	10	
	1.5 Mastery of proper cleaning and dishwashing procedures necessary in maintaining a sanitary work environment.	15	10	
	1.6 Knowledge of food service terminology.	20	10	
	1.7 Understanding of duties of host, server, bus person and dishwasher.	10	10	

<b>2. Specific Food Service Competencies</b>	2.1 The ability to identify and safely use basic food service equipment and utensils.	20	10	
	2.2 Understanding of methods of cooking, and various other terminology specific to the food service industry.	20	10	
	2.3 The ability to identify common herbs, spices and other ingredients.	10	10	
	2.4 Understanding of portion control, product consistency and adjustment of yield in recipes.	10	10	
	2.5 The ability to plan, select ingredients and prepare various soups, salads, sandwiches, entrees, baked goods and beverages.	20		
	2.6 Understanding of the importance of meeting deadlines in planning, preparing, serving and/or transporting food for luncheons and other catered events.	20	10	
	2.7 Understanding of principles of nutrition used in meal planning according to the USDA Food Pyramid.	10		
	2.8 Identify the nutritional values of foods by reading the USDA Food Labels.	10		
<b>3. Industry and Employment Awareness</b>	3.1 Understanding of entry level positions available in the food service and hospitality industries, their duties and requirements.	40	20	
	3.2 Understanding of the processes in seeking and maintaining employment in the food service industry.	40	20	
	3.3 Understanding of the responsibility involved in being a guest in a food service establishment.	40	20	
	<b>Total Hours</b>	<b>360</b>	<b>180</b>	
	<b>Grand Total Hours</b>		<b>540</b>	

**9. COURSE OUTLINE**  
**b. Career Performance**

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<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>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>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>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. 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:** Books, videos, handouts, food products, restaurant equipment
  
- f. CERTIFICATES:** Certificate of Completion, indicating level of skills