

**PASSAIC COUNTY TECHNICAL INSTITUTE**

**CULINARY ARTS / PROSTART**

**APRIL 2005**

## **Prostart Culinary Arts**

### **I. COURSE DESCRIPTION**

The ProStart® Program is a 4-year single semester industry-based program that prepares students for careers in the restaurant and foodservice industry. Students gain valuable restaurant and foodservice skills through their academic and workplace/shop experiences.

This program prepares students for the adult working world, offering them on-the-job experiences before they graduate. Skills learned in the lab/shop from specially trained high school teachers are reinforced in the workplace/shop. Students are given a head start toward an exciting and rewarding hospitality careers the foodservice/hotel industry.

## **SUGGESTED ARTICULATION**

### **SEMESTER 1**

Freshman (first year)

Target completion sections A-E

### **SEMESTER 2**

*Sophomore (second year)*

*Target completion sections F-L*

### **SEMESTER 3**

*Junior (third year)*

*Target complete sections M-S*

*Begin 400 hours of work experience in the food service industry as per guidelines, set by The National Education Restaurant Association.*

### **SEMESTER 4**

*SENIOR (fourth year)*

*Target complete sections T-Y*

*Complete 400 hours of work experience in the food service industry as per guidelines, set by The National Education Restaurant Association.*

## **II COURSE OBJECTIVE/OUTLINE**

*Prostart Semester 1 Freshman, Semester 2 Sophomore, Semester 3 Junior, Semester 4 senior*

### **Introduction: Preparing for a Successful Career (Duplicated in senior year)**

#### **Standard 1.1- 1.12**

1. State in their own words the importance of service to success in the hospitality industry.
2. List the elements of excellent service and give examples.
3. State the difference between school and workplace environments.
4. Develop a list of workplace guidelines.
5. Identify and give examples of positive work attitudes.
6. Give examples of career opportunities in the foodservice industry.
7. Make a list of qualities of successful foodservice employees.
8. Outline a plan for an effective job search.
9. Given a list of effective cover letter elements, write a cover letter.
10. Demonstrate networking skills.
11. Compile the best examples of their work into a portfolio.
12. Write a resume that lists their skills and competencies.
13. Read and complete a college application form.
14. Read and complete a job application form.
15. List the steps to an effective job interview.
16. Explain the follow-up steps for a job interview.
17. State their interpretation of a first day on the job.
18. Outline the steps to resigning a job.

#### **A: Successful Customer Relations**

##### **(Standard 3 3.1-3.15)**

1. Recognize and state the importance of customer service to food service.
2. List the reasons and the ways to make a positive first impression in the foodservice industry.
3. Describe a variety of customers that may have special needs.
4. Distinguish between effective and ineffective communication with customers by giving examples.
5. Explain how customer satisfaction directly affects a restaurant's success.
6. Outline the service planning process.

#### **B: Preparing and Serving Safe Food**

##### **Standard 2 2.1-2.10**

1. List reasons why it is important to keep food safe.
2. Describe good personal hygiene and how it affects food safety.
3. List the steps to proper hand washing.

4. Give examples of potentially hazardous foods.
5. Categorize and describe the microorganisms that cause foodborne illnesses.
6. Identify and list ways chemical and physical hazards can contaminate food.
7. Distinguish between situations in which contamination and cross-contamination occur.
8. List the conditions under which bacteria multiply rapidly and use the letters FAT-TOM.
9. Explain how time and temperature guidelines can reduce growth of microorganisms.
10. Define the food temperature danger zone and list temperatures that fall within that zone.
11. Differentiate among types of thermometers and demonstrate how to use them.
12. List the seven major steps in a Hazard Analysis Critical Control Point (HACCP) food safety system.
13. Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.
14. Compare different types of storage areas found in a foodservice operation.
15. Define the difference between clean and sanitary.
16. State procedures for cleaning and sanitizing tools and equipment.

## **C: Preventing Accidents and Injuries**

### **(Standard 5 5.1-5.9)**

1. State who is legally responsible for providing a safe environment and ensuring safe practices.
2. Define the role of Occupational Safety and Health Administration (OSHA) regulations.
3. State in their own words the Hazard Communication Standard requirements for employers.
4. Identify electrical hazards that contribute to accidental fires.
5. Classify different types of fires and fire extinguishers.
6. Outline proper actions to take in the event of a fire at a foodservice operation.
7. Describe the ways to prevent burns.
8. List hazards that contribute to injury due to slips, trips, or falls.
9. Outline proper procedures for cleaning up spills on floors.
10. Demonstrate how to safely use ladders.
11. Demonstrate proper lifting and carrying procedures to avoid injury.
12. Locate and list hazards that can cause cuts.
13. Demonstrate correct and safe use of knives.
14. List safe driving techniques.
15. Outline basic first aid concepts and procedures.
16. Explain the importance of the general safety audit.
17. Explain the importance of completing standard reports for any accident or illness at the operation.
18. List ways to use protective clothing and equipment to prevent injuries.

## **D: Kitchen Basics**

### **(Standard 2 2.1-2.10)**

1. Identify the components and functions of a standardized recipe.
2. Convert recipes to yield smaller and larger quantities.
3. Describe the use of common liquid and dry measure tools.
4. Explain the difference between customary and metric units of measure.
5. Apply effective mise en place through practice.
6. Identify different functions of several types of knives and demonstrate their proper uses.
7. List common spices and herbs and describe their uses.
8. Describe and demonstrate several basic prepreparation techniques, including clarifying butter, separating eggs, whipping egg whites, and making parchment liners.
9. Describe dry-heat cooking methods and list the foods to which they are suited.
10. Describe moist-heat cooking methods and list the foods to which they are suited.
11. Describe combination-cooking methods and list the foods to which they are suited.

## **E: Foodservice Equipment**

### **(Standard 2 2.1-2.15)**

1. Demonstrate how to use scales and carts to receive food and supplies.
2. Demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales, and scoops.
3. Demonstrate how to properly sharpen and use different types of knives.
4. Give examples of preparing foods using pots and pans.
5. Explain how to store food and supplies properly on shelves and in refrigerators and freezers.
6. Demonstrate how to cut and mix foods using standard kitchen equipment.
7. Compare and contrast cooking foods using various types of steamers, broilers, griddle, grills, ranges, fryers, and ovens.
8. Outline how to hold and serve food and beverages using kitchen equipment.
9. Compare and contrast the features of dishwashing machines.
10. Outline the order in which food and supplies flow through a food service.
11. Demonstrate proper cleaning and sanitizing of foodservice equipment and utensils.

## **F: Nutrition**

### **(Standard 3 3.1-3.15)**

1. Characterize the roles of carbohydrates, hormones, fiber, starch, and fats in people's diets and identify foods that contain these nutrients.
2. Describe cholesterol and list foods in which it is found.
3. Characterize the roles of proteins, water, vitamins, and minerals in people's diets and identify foods that contain these nutrients.
4. Differentiate between complete and incomplete proteins.
5. Use Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.
6. Describe a healthy diet.
7. Interpret information on a nutrition label.
8. Identify recipes that preserve nutrients in quantity cooking.
9. Suggest ways to make recipes more healthful.
10. Suggest healthful substitutes for high-fat ingredients.

## **G: Breakfast Foods and Sandwiches**

### **(Standard 2 2.1-2.10)**

1. Explain and demonstrate how to keep milk products safe and sanitary.
2. Differentiate between butter and margarine by listing the characteristics of each.
3. List the characteristics of ice cream.
4. Distinguish among several different types of cheeses and give examples of each.
5. List the characteristics of eggs and include size and grade.
6. Prepare and serve eggs using a variety of cooking methods.
7. Describe the ways to keep eggs and egg products safe and sanitary.
8. Prepare pancakes, crêpes, waffles, and French toast.
9. Prepare ham, hash, grits, cold cereals, oatmeal, and sausage.
10. Prepare coffee, tea, and cocoa.
11. Give examples of different types of sandwiches, including simple hot, open-faced, hors d'oeuvres, and grilled, deep-fried, and simple cold.
12. Explain the roles of the three components of a sandwich: bread, spread, and filling.
13. Develop a list of sanitation procedures for preparing sandwiches.
14. List the necessary tools and equipment to make sandwiches at a sandwich station.
15. Prepare common sandwich spreads and fillings.
16. Demonstrate preparation of several types of sandwiches.

## **H: Working with People**

### **(Standard 1 1.1-1.12)**

1. Explain how stereotypes and prejudices can negatively affect how people work together.
2. List and demonstrate effective legal interviewing skills.
3. State the importance of having new-employee orientation.
4. Describe common elements of orientation programs.
5. Summarize and discuss effective group and on-the-job training.
6. List and apply effective techniques used in performance evaluations.

## **I: Salads and Garnishes**

### **(Standard 2 2.1-2.10)**

1. Identify and describe the various ingredients used to make salads.
2. Demonstrate designing attractive salads.
3. Classify and compare types of salads served at different points in the meal.
4. Demonstrate appropriate methods to clean salad greens.
5. Design a procedure to prepare and store salads properly.
6. Differentiate between various oils and vinegars.
7. Demonstrate the preparation of vinaigrette.
8. List the ingredients of and prepare an emulsified salad dressing.
9. Select ingredients to prepare mayonnaise.
10. Match dressings to salad green and other ingredients.
11. Give examples of ingredients used to make dips.
12. Choose the ingredients and prepare several dips.
13. Give an example of a garnish.
14. Describe and prepare ingredients commonly used as garnishes.
15. Demonstrate garnishing plates.
16. Demonstrate the preparation of toppings for soups.

## **J: Business Math**

### **(Standard 3 3.1-3.15)**

1. Given a list of numbers, add, subtract, multiply, and divide using basic math operations.
2. Given a list of fractions, decimals, whole numbers, and percents-add, subtract, multiply and divide.
3. Convert recipes from original yield to desired yield using conversion factors.
4. Given a problem, approximate recipe yields.
5. Given a set of numbers, convert between customary and metric units of measure.
6. Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
7. Given an example, calculate standard recipe cost and cost per serving.

8. Describe and give examples of controllable costs, fixed costs, and variable costs, related to food and labor.
9. Given a set of numbers, calculate depreciation.
10. Differentiate between the two categories of food purchase: perishable and nonperishable.
11. Outline and follow basic receiving procedures.
12. State the appropriate storage guidelines and temperatures for different perishable foods.
13. Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost.
14. Forecast sales by analyzing and evaluating sales histories, popularity indices, and production sheets.
15. List factors contributing to labor costs, such as employee turnover, business volume, and quality and quantity standards.

## **K: Fruits and Vegetables**

### **(Standard 2 2.1-2.15)**

1. Identify, describe, and demonstrate the preparation of different types of vegetables.
2. Identify, describe, and demonstrate the preparation of different types of fruits.
3. List and explain the USDA quality grades for fresh fruits and vegetables.
4. Demonstrate the procedures for properly storing ripe fruits, vegetables, roots, and tubers.
5. Summarize ways to prevent fruits and vegetables from spoiling too quickly.
6. Match and cook vegetables to appropriate methods.
7. Match and cook fruits to appropriate methods.
8. Explain how to prevent enzymatic browning of fruits.

## **L: Controlling Foodservice Costs**

### **(Standard 3 3.1-3.10)**

1. Analyze the relationship between cost and sales to determine food cost percentage.
2. List the four steps in the process to control food costs.
3. Calculate projected revenue, average cover, and find revenue level.
4. Perform math computations to define cost/volume/profit relationships.
5. Calculate the average sales per customer.
6. Calculate total sales, including tax and tip.
7. Balance cash register receipts and find actual receipts.
8. Determine dollar value of inventory.
9. Analyze five ways to determine closing inventory by performing math calculations.
10. Determine daily and monthly food cost.
11. Determine standard portion cost.
12. Determine selling prices using the food cost percentage method.
13. Determine selling prices using the average check method.
14. Determine selling prices using the contribution margin method.
15. Determine selling prices using the straight mark-up pricing method.

## **M: Preparing for a Successful Career (Duplicate of Year One)**

1. State in their own words the importance of service to success in the hospitality industry.
2. List the elements of excellent service and give examples.
3. State the difference between school and workplace environments.
4. Develop a list of workplace guidelines.
5. Identify and give examples of positive work attitudes.
6. Give examples of career opportunities in the foodservice industry.
7. Make a list of qualities of successful foodservice employees.
8. Outline a plan for an effective job search.
9. Given a list of effective cover letter elements, write a cover letter.
10. Demonstrate networking skills.
11. Compile the best examples of their work into a portfolio.
12. Write a resume that lists their skills and competencies.
13. Read and complete a college application form.
14. Read and complete a job application form.
15. List the steps to an effective job interview.
16. Explain the follow-up steps for a job interview.
17. State their interpretation of a first day on the job.
18. Outline the steps to resigning a job.

## **N: The History of Food Service**

### **(Standard 1 1.1-1.12)**

1. Trace the history of the foodservice industry and explain its relationship to world history.
2. List famous chefs from history and note their major accomplishments.
3. Identify global cultures and traditions related to food.
4. Outline the growth of food service throughout the history of the United States.
5. List historical entrepreneurs who influenced food service in the United States.
6. List current trends in society and explain how they influence the foodservice industry.
7. Categorize and differentiate the segments of the foodservice industry.
8. Categorize and list the many career opportunities available in the foodservice industry.
9. Investigate and draw conclusions on the impact of future economic, technological, and social changes in the foodservice industry.

## **O: Potatoes and Grains**

### **(Standard 2 2.1-2.10)**

1. Outline methods to select, receive, and store potatoes and grains.
2. Distinguish between various forms of wheat.
3. Identify and describe different types of potato.
4. Using a variety of recipes and cooking techniques, prepare potatoes.
5. Identify and describe different types of grains and legumes.

6. Using a variety of recipes and cooking techniques, prepare grains and legumes.
7. Identify and describe different types of pasta.
8. Using a variety of recipes and cooking techniques, prepare pasta.

### **P: The Lodging Industry**

#### **(Standard 2 2.1-2.10)**

1. Trace and explain the earliest types of lodging establishments in America.
2. Give an overview of career opportunities in the lodging industry.
3. Describe the differences between leisure and business travelers.
4. List the characteristic types of lodging operations.
5. List and discuss elements that differentiate one lodging establishment from another.
6. Identify national organizations that rate commercial lodging establishments, and list factors used in making their rating judgments.
7. List several different services offered by lodging operators.
8. Identify career opportunities in the hospitality industry and list the qualifications commonly sought by hospitality employers.
9. List and describe activities associated with front office operation.
10. List and describe tasks performed by the housekeeping department.
11. List and describe duties performed by the engineering and facilities maintenance department.
12. Compare and contrast the different property management systems used for front office and reservations.
13. Describe the use of forecasting and overbooking in reservations management.
14. Given a set of numbers, calculate room rates using the Hubbart formula.

### **Q: The Art of Service**

#### **(Standard 2 2.1-2.10)**

1. Demonstrate the similarities and differences between American, French, English, Russian, and self-service styles.
2. Describe and demonstrate tableside preparations such as carving meats and slicing desserts.
3. Describe traditional service staff, and list the duties and responsibilities of each.
4. Identify the types of dining utensils: knives, forks, spoons, glasses, and china, and explain specific uses for each.
5. Identify various server tools and the correct way to stock a service station.
6. Demonstrate setting and clearing items properly.
7. Dramatize ways of describing and recommending menu items to guests.
8. Dramatize methods of effectively resolving customer complaints.

## **R: Desserts and Baked Goods**

### **(Standard 2 2.1-2.10)**

1. Identify and use common ingredients in baking.
2. Identify and describe types and roles of strengtheners, shortenings, sweeteners, flavorings, leaveners, and thickeners.
3. Calculate ingredient weights using baker's percentages.
4. Convert recipes to a new yield.
5. Differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples.
6. Proof bake shop items.
7. Mix yeast dough using the straight mix method.
8. Prepare and compare yeast breads.
9. Prepare different types of quick breads and cake batters.
10. Identify the main functions of icings and determine which are best suited for different baked goods.
11. Prepare and describe steamed puddings and dessert soufflés.
12. Prepare pie dough using the 3-2-1 method.
13. State in their own words the procedure for baking blind.
14. Describe roll-in dough, phyllo dough, and pâte à choux.
15. Prepare cookies using various makeup methods.
16. Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder.
17. Demonstrate how to store chocolate properly.
18. State in their own words how to temper chocolate.
19. Explain how crème anglaise, pastry creams, and Bavarian creams are made, and how they are used in desserts.
20. List the steps used to prepare poached fruits and tortes.

## **S: Marketing and the Menu**

### **(Standard 3 3.1-3.15)**

1. Define à la carte, table d'hôte, California, du jour, and cycle menus.
2. Organize the information on a menu.
3. Write and lay out a menu.
4. Use sales information to analyze how menu items are selling.
5. Distinguish among and discuss basic marketing concepts such as product-service mix, marketing mix, and market trends.
6. Outline the components of a marketing plan.
7. Identify and collect local area or market segment information.
8. Describe how markets are commonly segmented.
9. State predictions of market demand by forecasting.
10. Create and write a restaurant promotion.
11. Define public relations.

## **T: Purchasing and Inventory Control**

### **(Standard 3 3.1-3.15)**

1. Explain the relationship between primary and intermediary sources and retailers.
2. Explain the differences between formal and informal buying and the formal bidding process.
3. List factors that affect food prices.
4. Based on inventory information, write an order sheet for items to be purchased.
5. Write purchase specifications and purchase orders for items to be purchased.
6. Explain how production records influence purchasing decisions.
7. List the criteria for selecting appropriate suppliers.
8. List proper receiving procedures.
9. State the proper storage procedures for various foods and beverages.
10. State the difference between the perpetual and physical inventory methods.
11. List quality standards used in purchasing produce, convenience and processed foods, and dairy products.
12. List quality standards used in purchasing eggs, poultry, fish, and meat.

## **U: Meat, Poultry, and Seafood**

### **(Standard 2 2.1-2.10)**

1. Outline the federal grading systems for meat.
2. Distinguish among and describe the various forms of meat.
3. Demonstrate proper procedures for purchasing, storing, and fabricating meat.
4. Match various cooking methods with different forms of meat.
5. Identify and describe different types of charcuterie.
6. Outline the federal grading systems for poultry.
7. Distinguish among and describe the various forms of poultry.
8. Demonstrate proper procedures for purchasing, storing, and fabricating poultry.
9. Match various cooking methods with different forms of poultry.
10. Outline the federal grading systems for fish and seafood.
11. Distinguish among and describe the various forms of fish and seafood.
12. Demonstrate proper procedures for purchasing, storing, and fabricating fish and seafood.
13. Match various cooking methods with different forms of fish and seafood.

## **V: Standard Accounting Practices**

### **(Standard 3 3.2-3.15)**

1. Given a set of figures, apply basic accounting principles to common foodservice scenarios.
2. Given a set of figures, practice double-entry accounting.
3. Read and highlight important concepts on income statements and balance sheets.
4. Given a set of figures, calculate cost of sales using opening and closing inventory figures.
5. Figure assets, liabilities, and owners' equity using balance sheet equations.

## **W: Stocks, Soups, and Sauces**

### **Standard 2 2.1-2.15)**

1. Identify the four essential parts of stock and the proper ingredients for each.
2. List and explain the various types of stock and their ingredients.
3. Demonstrate three methods for preparing bones for stock.
4. Prepare the ingredients for and cook several kinds of stocks.
5. List the ways to cool stock properly.
6. Identify the two basic kinds of soups and give examples of each.
7. Explain the preparation of the basic ingredients for broth, consommé, and purée, clear, and cream soups.
8. State in their own words the steps in the preparation of several kinds of soups.
9. Identify the grand sauces and describe other sauces made from them.
10. List the proper ingredients for sauces.
11. Prepare several kinds of sauces.
12. Match sauces to appropriate foods.

## **X: Tourism and the Retail Industry**

### **(Standard 2 2.1-2.15)**

1. Explain the role of tourism in the hospitality industry.
2. Categorize the types of businesses that make up the tourism industry.
3. List and discuss reasons why people travel.
4. Identify and list area events and why they have a positive economic impact.
5. List services of state and national parks.
6. Describe the differences among primitive, transient, and vacation camping.
7. List the reasons why theme parks are important to the hospitality and travel industries.
8. Outline the processes and special circumstances involved in international travel.
9. List the advantages and disadvantages of travel by airplane, car, train, bus, and cruise ship.
10. Identify career opportunities offered by travel and tourism.

11. Compare the roles of a travel agent and a tour guide.
12. Outline the work done by concierges, state and local tourist offices, corporate travel offices, and convention and meeting planners.
13. List and describe required customer service skills in the travel industry.
14. Describe the differences among specialty stores, department stores, and other types of stores.

#### **Y: Communicating with Customers**

##### **(Standard 3 3.1-3.15)**

1. Give examples of ways to respond to and resolve customer complaints.
2. List and demonstrate the skills of effective writing.
3. Model proper and courteous telephone skills through demonstration.
4. State guidelines for communicating effectively during and after a crisis.
5. List and demonstrate effective listening and speaking skills.
6. List and give examples of innovative ways to attract and keep customers.
7. Point out menu items and demonstrate suggestive selling techniques.

### **III TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

#### **Student Materials**

**Student Textbooks:** PROSTART school to career program, *Becoming a food Service Professional* (year 1 and year 2) Educational Foundation of the National Restaurant Association 1999

### **IV INSTRUCTIONAL STRATEGIES**

**Student Workbooks:** Assemble in-class activities, recipes, homework assignments and projects into a convenient softbound book that students can carry with them to class and labs.

**Student Workplace Competency Checklist:** Lets students, teachers and worksite mentors gauge students' progress at their internship. As students learn or show mastery of a specific skill, mentors check off competency items on their checklist.

#### **Teacher Materials**

**Teachers Resources:** Helps teachers get the most out of the ProStart® curriculum. They include:

- Lesson Plans
- Transparency Masters
- Assessments
- Workbook-Teachers Edition

**ProStart Toolkit:** Guides teachers, program coordinators, and others in implementing the ProStart program in the school and community. Resources include:

- Program information and learning objectives
- Classroom management tools
- Roles and responsibilities
- Coordination and implementation guidelines
- Articulation information
- Portfolio development worksheets
- Exam procedures and study guides
- Template documents
- Resource directory labs

**Videos:** 21 professional videos are the same as those used to train foodservice employees. Topics like workplace safety, successful customer relations and teamwork are included

## ***V. EVALUATION***

Students are evaluated using the following criteria:

1. Class participation
2. Attendance
3. Periodic test and quizzes
4. Lab/shop assignments
5. Projects
6. Class assignments

At the completion of ProStart all graduating Culinary Arts Seniors must participate in the ProStart certification exit exam. This exam consists of 2 written portions. The student must score a passing grade of 70% or greater on each individual portion to be considered a passing score.

To receive the ProStart certificate the student must also complete 400-hours of work experience in the food service industry as per guidelines set forth by The National Educational Restaurant Association.

**VI SCOPE AND SEQUENCE CHART****SKILLS TO BE LEARNED**

KEY I = introduced D= developed in depth R= reinforced

9 10 11 12

	9	10	11	12
Understanding the importance of service to successes in the hospitality industry	I	IDR	IDR	IDR
Gain understanding of workplace guideline and positive work attitude	I	IDR	IDR	IDR
Gain effective job search elements cover letter, networking skills, compiling a portfolio, completing job and college applications	I	IDR	IDR	IDR
Gain understand of job interview skills	I	IDR	IDR	IDR
Understand and recognize the importance of good customer service in food service.	I	IDR	IDR	IDR
Gain knowledge of working with people of diversity	I	IDR	IDR	IDR
Understand why it is important for job orientation and on the Job training	I	IDR	IDR	IDR
Understanding the reasons why it is important to keep food safe.	I	IDR	IDR	IDR
Understand good personal hygiene and its affect on food safety	I	IDR	IDR	IDR
Gain understanding of food temperature danger Zone and effect on bacteria growth and food safety	I	IDR	IDR	IDR
Understand chemical and physical hazards as and if effect on food safety	I	IDR	IDR	IDR
Gain knowledge of foodborne illness	I	IDR	IDR	IDR
Understand the conditions which bacteria growth (FAT-TOM)	I	IDR	IDR	IDR
Understand the role (OSHA) has on the safety of the work place	I	IDR	IDR	IDR
Understand the hazards of working in the food industry ...electrical, fire, burns, falls, spills, cuts	I	IDR	IDR	IDR
Gain knowledge of components of a standardized and put into practice	I	IDR	IDR	IDR
Understand units of measure and put into practice	I	IDR	IDR	IDR
Understand common herbs and spice and put into practice	I	IDR	IDR	IDR
Gain understand by demonstrating methods of cooking	I	IDR	IDR	IDR
Understand the working of a kitchen by using all types of tools and equipment on and ongoing basis	I	IDR	IDR	IDR
Gain understand of nutrition by characterizing the roles of nutrients need in a healthy diet	I	IDR	IDR	IDR
Gain understand of (RDAs) and food guide pyramid to plan meals	I	IDR	IDR	IDR
Understand information on a nutrition label	I	IDR	IDR	IDR

**VI SCOPE AND SEQUENCE CHART**

**SKILLS TO BE LEARNED**

KEY I = introduced

D= developed in depth

R= reinforced

9

Gain understanding of Breakfast foods. Milk uses egg grades difference of butter and butter substitutes and breakfast food items (meat, side dishes)	I	IDR	IDR	IDR
Gain understand of sandwich preparation and definition an the components of making a sandwich	I	IDR	IDR	IDR
Understand and describe the various ingredients use to prepare a salad	I	IDR	IDR	IDR
Gain knowledge of the classification of types of lettuce, dressings, ingredients, garnishes, and salads	I	IDR	IDR	IDR
Gain knowledge of business math and how it pertains to the hospitably industry		IDR	IDR	IDR
Gain understanding of food cost, and inventory process to run an successful business	I	IDR	IDR	IDR
Gain knowledge of marketing and the menu by defining a la cart, table d'hote, California, du jour and the cycle menus	I	IDR	IDR	IDR