

El Monte Union High School District

8/31/06

Course Outline

High School District Wide

Title: Restaurant Management

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: Family & Consumer Science

Grade Level (s): 10 – 12

Semester _____ Year X

Year of State Framework Adoption 2006

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science

Department/Cluster Approval

Date

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

Culinary Arts 1 & 2 or Culinary Arts A & B

2. Short description of course which may also be used in their registration manual:

Students who are interested in any food-related career, from helping with the family business to being the CEO of a major restaurant chain, or even serving as the head of chef on a cruise ship, will benefit from the in-depth, hands-on experiences in Restaurant Management. Emphasis will be placed on key aspects of the food service industry such as: industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition, food service management, and customer service. Students will learn to use and care for professional equipment as they experience many aspects of “owning” their own restaurant. The students open the restaurant for breakfast two days per week offering a variety of menu items. There are also opportunities for experiences planning, preparing and serving catered events. Students may elect to take the ServSafe test for certification.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):

Rosemead High School

- Academic achievers: Restaurant Management (RM) students use all of the areas of academic skills as they read, write, speak, listen, compute, and continue to use them to complete their assigned tasks in research projects, laboratory experiences and serving their “public.”
- Responsible citizens: RM students must learn and follow the specific safety and sanitation procedures and laws of safe food handling, responsible and honest money handling, appropriate customer service behavior and attitudes, as well as following those school wide rules that apply to all students. They develop responsible attitudes as they learn cause and effect of their actions in all these areas.
- Proficient technology users: RM students use computers to produce menus, forms, marketing tools, labels, name tags, and to do the research needed to run the restaurant. They use restaurant style equipment on a regular basis in order to become proficient with the technology encountered in a professional food service setting. Business partners supply opportunities for learning and experience with technology we are unable to provide at this time.
- Complex thinkers: RM students must use their skills to analyze and solve problems encountered in new situations whenever they are assigned a new recipe or new task. Customer service, ordering, pricing time and temperature control and other aspects of food safety regularly present problem solving opportunities.
- Effective communicators: Working in groups 80% of the time creates an atmosphere where communication of all types is essential. RM students are particularly required to communicate effectively as they take orders in person and on the phone, as well as problem solving when customers have unusual requests.
- Healthy individuals: Sanitation and safety in the work place, using nutrition knowledge to create healthy menu items and healthy meals, being aware of the many hazards in a food related business produces students with an enhanced awareness of healthy practices. Learning that high-risk activities that affect a person’s health may render him or her unable to continue in a culinary career, gives some students sufficient motivation to avoid those practices.

Mountain View High School

- #1 The class emphasizes clear communication between collaborative lab teams and oral and written information and instructions. Listening, interpretations and questioning skills are emphasized.
- #2 Lab teams regularly plan and prepare projects and cooking assignments that illustrate their ability to work in an organized and time-efficient manner. Each team member is held accountable to the team for his/her actions.
- #3 The class is designed to assist students in understanding the application of criminal thinking and problem-solving to issues in the food service industry. It emphasizes applying thinking and problem solving strategies, addressing industry issues, critically analyzing statements and resolving problems in a food service establishment.

- #4 Students learn skills in preparing food in the most nutritious manner. Healthier menu design is emphasized. They learn how to prevent food-borne illnesses through a variety of learning strategies about hand washing, personal hygiene, sanitary conditions, and safe food handling.
- #5 School to career concepts are included in every unit. Every unit prepares students with the knowledge, skills and attitudes needed to function effectively in commercial or institutional facilities. Classroom behavior skills such as punctuality, attendance, organization and interpersonal communication are emphasized and related to the work place. Lab teams regularly plan and prepare projects and cooking assignments that illustrate their ability to respect individual differences and provides opportunities to practice their leadership and group skills.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs to English language learners:

The teacher is sensitive to the various cultural and language needs of the students. A variety of teaching techniques are used including demonstrations, videos, DVD's , collaborative learning groups, labs and other visual or manipulative teaching tools. If available , student are seated next to another student who speaks their native language if that helping student agrees to provide language support. Exams may be available on audio tape or read out loud by a lab assistant, teacher or language support staff member. Some additional language support is available through the language center.

5. Describe the interdepartmental articulation process for this course:

Within the department, the teachers meet on an informal basis to integrate and coordinate curriculum and share ideas. There are some activities that are worked on collaboratively between various departments. The services of the Restaurant Management class are available to teachers who see it as an opportunity to teach food vocabulary or ordering in foreign language as well as using it as a reward for students or classes meeting goals. In addition, RM reinforces the core competencies of English, math, and science.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students will develop academic skills in reading, writing, and computation while demonstrating vocational skills in areas of food services, restaurant management and catering. This course will provide students with the skills and experiences necessary for entry into the food service industry and motivation to go on to post secondary education in order to qualify for higher level food industry positions.

English: Students must read and listen as well as express themselves in written or oral forms to show their mastery of the content as well as take orders, communicate with customers and vendors, understand recipes and procedures for all the tasks needed to run the restaurant.

Math: The use of fractions is essential to learn to read and use recipes as well as learning to increase or decrease the product yield. In a restaurant math skills are necessary in cost analysis, pricing, ordering products and food, taking orders from customers, cashing out the register, analyzing our sales and much more.

Science: Chemical reactions are observed through the study of food properties and cooking changes as well as cleaning agents. Nutrition continues to be a priority in menu and meal decisions for the restaurant.

Foreign language: French, Spanish, Latin and variety of Asian languages are used in recipes and many culinary terms are directly from the French language.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Becoming a Restaurant and Foodservice Professional, National Restaurant Association, 2005
(Prostar 1& 2)

ServSafe, National Restaurant Association, 2002

Culinary Essentials, Johnson & Wales University, Glenco/McGraw-Hill, 2002

B. Supplemental Materials and Resources:

Magazines, cook books, videos, charts, simulations, guest speakers, field trips
CDR program Chef

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

VCR, DVD players and projector, Computer, printer, Food service equipment, serving and catering equipment

8. Objectives of Course; Unit Detail (Including Projects, Activities & Duration of Units); References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal Attainment for Student to Pass

Unit 1. Food Service Industry awareness (2 days)

A. Objectives of Course : Students will identify the core aspects of the food service industry, the role of the industry in local, state, national, and global economies, and explore the various related supporting industries.

B. Units

- Breadth of the Industry
- Careers and working conditions
- Support industries
- Using locally grown/organic products

C. Standards: B1.1, B1.2, B1.3, B1.4

D. Performance standards:

- Participate in classroom activities and labs

E. Evaluation/assessment/rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Assignment rubrics

F. Minimal attainment

- 60% of all assignments

Unit 2. Successful Customer Relations (1 week, then reinforced and practiced throughout the year)

- A. Objectives of Course: Students will understand and apply the knowledge and skills essential for effective customer service.
- B. Units
- Service duties and skills
 - Mise en place for service
 - Meeting the needs of customers
 - Service solutions
 - Opening the restaurant for a limited simple menu
- C. Performance standards:
- Participate in classroom activities and labs
 - Successful customer relations
 - Satisfied customers
- D. Evaluation/assessment/rubrics
- Chapter assignments
 - Quizzes/tests
 - Notebook each grading period
 - Complete performance rubrics
 - Customer responses
- E. Minimal attainment
- 60% of all assignments

Unit 3. Preparing and Serving Safe Food (3 weeks, then reinforced and practiced throughout the year)

- A. Objectives of Course: The students will understand and practice the basic principles of sanitation and safe food handling.
- B. Units:
- Foodservice standards and regulations
 - Hygiene
 - Sanitation
 - Contamination
 - Hazard Analysis Critical Control Points
 - ServSafe certification
- C. Standards: B3.1, B3.2, B3.3, B3.4, B3.5, B3.6
- D. Student performance standards:
- Participate in classroom activities and labs
 - Practice safe food handling
- E. Evaluation/assessment /rubrics
- Chapter assignments

- Quizzes/test
- Notebook each grading period
- Complete performance rubrics
- No complaints of food borne illnesses

F. Minimal attainment

- 60% of all assignments

Unit 4. Preventing Accidents and Injuries (3 days, then reinforced and practiced throughout the year)

A. Objectives of Course: The students will understand the basics of safe work habits, security, and emergency procedures required in food service establishments.

B. Units:

- Foodservice safety standards and regulations & equipment
- Preventing accidents & injuries
- Fire safety
- First Aid
- CPR
- Security

C. Standards: B2.1, B2.2, B2.3

D. Student performance standards:

- Participate in classroom activities and labs
- Practice safe work habits

E. Evaluation /assessment /rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics
- Absence of accidents

F. Minimal attainment

- 60% of all assignments

Unit 5. Kitchen Basics (2 weeks, then reinforced and practiced throughout the year)

A. Objectives of Course: The students will understand and apply the basics of food preparation in professional and institutional kitchens:

B. Units:

- Foodservice measurements
- Recipes
- Equipment
- Mise en place
- Plating
- Timing

- Open the restaurant with a large menu

C. Standards: B6.1, B6.2, B6.3, B6.4, B6.5, B6.6

D. Student performance standards:

- Participate in classroom activities and labs
- Able to follow a recipe and produce a good product

E. Evaluation/assessment/rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics
- Product evaluation

F. Minimal attainment

- 60% of all assignments

Unit 6. Management (2 weeks, then reinforced and practiced throughout the year)

A. Objectives of Course: The students will understand and apply the basics of food service management

B. Units:

- Management practices which lead to important outcomes
- Business plans
- Human Resource issues
- Costing & cost analysis
- Sales & marketing
- Open the restaurant with an expanded menu

C. Standards: B4.1, B4.2, B4.3, B4.4, B4.5

B11.1, B11.2, B11.3, B11.4, B11.5

B12.1, B12.2, B12.3, B12.4, B12.5

D. Student performance standards:

- Participate in classroom activities and labs
- Able to follow good management practices

E. Evaluation/assessment /rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics
- Satisfied customers

F. Minimal attainment

- 60% of all assignments

Unit 7. Food and Beverage Service (2 weeks, then reinforced and practiced throughout the year)

- A. Objectives and Course: The students will understand and apply the basic procedures and skill needed for food and beverage service.
- B. Units:
- Service Basics
 - Serving Beverages
 - Serving Food
 - Table Setting
 - Table Service
 - Delivery Service
 - Cashier/Take out Service
- C. Standards: B9.1, B9.2, B9.3, B9.4, B9.5
- D. Student performance standards:
- Participate in classroom activities and labs
 - Serves customers with appropriate manners and skill
 - Serves food and beverages skillfully
- E. Evaluation/assessment /rubrics
- Chapter assignments
 - Quizzes/tests
 - Notebook each grading period
 - Complete performance rubrics
 - Satisfied customers
- F. Minimal attainment
- 60% of all assignments

Unit 8. Food Preparation (12 weeks, then continue throughout the year)

- A. Objectives of Course: The students will understand and apply the basics food preparation in professional and institutional kitchens.
- B. Units:
- Review the basics
 - Breakfast foods
 - Mise en place
 - Plating
 - Hot foods
 - Garde Manager
 - Working with local organic products
- C. Standards: B6.1, B6.2, B6.3, B6.4, B6.5, B6-6

D. Student performance standards:

- Participate in classroom activities and labs
- Able to prepare food by using the correct techniques and procedures

E. Evaluation/assessment/rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics
- Product evaluation

F. Minimal attainment

- 60% of all assignments

Unit 9. Foodservice Equipment (2 weeks, then reinforced and practiced throughout the year)

A. Objectives of Course: The students will understand the basics of systems operations and the importance of maintaining facilities, equipment, tools and supplies:

B. Units:

- The commercial kitchen
- Receiving and storage equipment
- Preparation and cooking equipment
- Holding and service equipment

C. Standards: B5.1, B5.2, B5.3, B5.4, B5.5, B5.6

D. Student performance standards:

- Participate in classroom activities and labs
- Able to use foodservice equipment

E. Evaluation/assessment/rubrics:

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics

F. Minimal attainment

- 60% of all assignments

Unit 10. Nutrition (2 weeks, then reinforced and practiced throughout the year)

A. Objectives of Course: The students will understand and apply basic nutritional concepts in meal planning and food preparation.

B. Units:

- Review the basics

- Healthy cooking practices
- Healthy menu

C. Standards: B10.1, B10.2, B10.3

D. Student performance standards:

- Participate in classroom activities and labs
- Able to use food preparation techniques that conserve nutrients

E. Evaluation/assessment/rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics

F. Minimal attainment

- 60% of all assignments

Unit 11. Baking, Pastry & Dessert Preparation (4 weeks, then continue through the year)

A. Objectives of Course: The student will understand the basics of baking, pastry, and dessert preparation in professional and institutional kitchens

B. Units:

- Bakeshop equipment, formulas and ingredients
- Yeast breads
- Quick breads
- Desserts

C. Standards: B7.1, B7.2, B7.3, B7.4, B7.5, B7.6

D. Student performance standards:

- Participate in classroom activities and labs
- Produce baked goods by using correct techniques

E. Evaluation /assessment/rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics
- Product evaluations
- Customer satisfaction

F. Minimal attainment

- 60% of all assignments

Unit 12. Catering (2 or more weeks, as events are available)

A. Objectives of Course: The students will understand the basics of planning of food event, and will participate in many aspects of a catered event, as opportunities are available.

B. Units:

- Licensing
- Planning
- Theme
- Site Evaluation
- Arrangement
- Menu considerations
- Presentation
- Platter & plate design
- Contracts
- Equipment
- Work Schedule
- Banquets
- Buffets
- Portion planning
- Costing
- Equipment
- Transportation

C. Standards: B1 through B12

D. Student performance standards:

- Participate in classroom activities and labs
- Produce foods for the event by using correct techniques
- Following directions

E. Evaluation/assessment/rubrics

- Chapter assignments
- Quizzes/tests
- Notebook each grading period
- Complete performance rubrics
- Product evaluations
- Customer satisfaction
- Event evaluations

F. Minimal attainment

- 60% of all assignments