



School District of Marshfield Course Syllabus

Course Name: Food & Hospitality
Length of Course: Semester
Credit: 1/2 Credit

Program Goal:

Empower learners to be college and career ready through standards-based experiences in the classroom and through career-based learning experiences with business and industry partners.

Course Description:

Gain knowledge of and practice the skills necessary for success in the food service industry by participating in food service simulations while developing skills needed for the workplace. Young adults in this course will also develop the problem solving skills that we need to become resourceful employees while examining trends that affect the way society views the food we eat.

Wisconsin Standards for Family & Consumer Sciences (FACS)	
Facilities and Management Maintenance	
FMM1: Students will integrate knowledge, skills and practices required for careers in facilities management and maintenance.	
Demonstrate sanitation procedures for a clean and safe environment. FMM1.c	1.c.6.m: Identify the importance of a clean and sanitary environment. 1.c.8.m: Analyze the potential health concerns when dealing with blood borne pathogens. 1.c.9.m: Explore Integrated Pest Management practices (IPM). 1.c.10.m: Analyze the effectiveness of proper hand washing.
Demonstrate a work environment that provides safety and security. FMM1.e	1.e.8.m: Summarize the importance of safety as it relates to food safety and work safety. 1.e.12.h: Demonstrate safe procedures in the use, care and storage of equipment.
Demonstrate facilities management functions. FMM1.g	1.g.8.m: Identify employability skills needed in the workplace. 1.g.16.h: Demonstrate quality customer service which exceeds customer expectations. 1.g.21.h: Apply principles of purchasing and receiving in facility management operations
Food Production and Services	
FPS1: Students will integrate knowledge, skills and practices required for careers in food production and services.	
Analyze career paths within food production and food services industries. FPS1.a	1.a.8.h: Summarize education and training requirements and opportunities for career paths in food production and services.
Demonstrate food safety & sanitation procedures. FPS1.b	1.b.14.m: Identify signs of illnesses that would result in staying home from school or work 1.b.19.h: Identify characteristics of major food borne pathogens, their role in causing illnesses, foods involved in outbreaks and methods of prevention. 1.b.21.h: Use knowledge of systems for documenting, investigating, reporting and preventing food borne illnesses. 1.b.21.h: Use knowledge of systems for documenting, investigating, reporting and preventing food borne illnesses. 1.b.24.h: Demonstrate proper purchasing, receiving, storage and handling of both raw and prepared foods. 1.b.25.h: Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods and between animal and fish sources and other food products.

Demonstrate industry standards in selecting, using and maintaining food production and food service equipment. FPS1.c	1.c.7.m: Demonstrate how to properly wash and sanitize dishes and cooking surfaces. 1.c.9.h: Operate tools and equipment following safety procedures. 1.c.11.h: Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware and utensils to meet industry standard.
Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. FPS1.d	1.d.9.h: Apply menu-planning principles to develop and modify menus. 1.d.10.h: Analyze food, equipment and supplies needed for menus. 1.d.11.h: Prepare requisitions for food, equipment and supplies
Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. FPS1.e	1.e.26.h: Demonstrate professional skills in safe handling of knives, tools and equipment. 1.e.27.h: Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies. 1.e.28.h: Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques 1.e.29.h: Apply the fundamentals of time, temperature and cooking methods to cooking, cooling, reheating and holding of variety of foods 1.e.30.h: Prepare various meats, seafood and poultry using safe handling and professional preparation techniques.
Demonstrate the concept of internal and external customer service. FPS1.g	1.g.3.m: Discuss when you have experienced good/poor service at a restaurant. 1.g.9.h: Apply strategies for addressing and resolving complaints.
Food Science, Dietetics and Nutrition	
FSDN1: Students will integrate the knowledge, skills and practices required for careers in food science, food technology, dietetics and nutrition.	
Apply risk management procedures to food safety, food testing and sanitation. FSDN1.b	1.b.9.m: Explore food borne illness and discover ways to reduce the spread of microorganisms. 1.b.10.m: Explain the importance of safety and sanitation procedures used by food service professionals. 1.b.11.m: Investigate documented food borne illness outbreaks. 1.b.22.h: Demonstrate practices and procedures that assure personal and workplace health and hygiene.
Demonstrate use of current technology in food product development and marketing. FSDN1.e	1.e.6.m: Prepare food for presentation and assessment. 1.e.7.m: Demonstrate the proper use of equipment and supplies. 1.e.11.h: Analyze various factors that affect food preferences in the marketing of food.

Demonstrate food science, dietetics and nutrition management principles and practices. FSDN1.f	1.f.7.m: Compare and contrast food preparation and production. 1.f.8.m: Identify food quality standards.
Nutrition and Wellness	
NW1: Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. NW1.b	1.b.5.m: Identify key nutrients and list ways nutrients can promote health and prevent chronic disease.
Evaluate factors that affect food safety from production through consumption. NW1.d	1.d.13.h: Analyze conditions and practices that promote safe food handling. 1.d.14.h: Explain how contaminants may enter the food supply at various points in a food chain. 1.d.16.h: Explain how food importing/exporting, processing, food handling and cooking methods can affect the safety of our food supply.
Evaluate the influence of science and technology on food composition, safety and other issues. NW1.e	1.e.3.m: Identify food marketing strategies and food preservation techniques. 1.e.6.h: Analyze how scientific and technical advances influence the nutrient content, availability and safety of foods. 1.e.7.h: Analyze how scientific and technical advances in food processing, storage, product development and distribution influence nutrition and wellness. 1.e.9.h: Analyze the effects of food science and technology on meeting nutritional needs.
Wisconsin Common Career Technical Standards (WCCTS)	
Career Development	
CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.	
Identify person strengths, aptitudes and passions. CD1.a	1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
Demonstrate effective decision making, problem solving and goal setting. CD1.b	1.b.3.m: Develop effective coping skills for dealing with problems. 1.b.5.h: Use a decision-making and problem-solving mode.
CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	
Assess attitudes and skills that contribute to successful learning in school and across the life span. CD2.b	2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities. 2.b.5.m: Apply academic information from a variety of sources to enhance career preparedness and lifelong learning.

	<p>2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities.</p> <p>2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.</p> <p>2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</p> <p>2.b.9.h: Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.</p>
CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	
Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. CD3.a	<p>3.a.5.m: Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement.</p> <p>3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p> <p>3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway.</p> <p>3.a.8.m: Choose career opportunities that appeal to personal career goals.</p> <p>3.a.9.m: Use assessment results in educational planning including career awareness.</p> <p>3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.</p> <p>3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.</p> <p>3.a.12.h: Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning.</p> <p>3.a.13.h: Recognize how chance opportunities integrate with learning and career goals.</p> <p>3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.</p>
Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions. CD3.b	<p>3.b.2.m: Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.</p> <p>3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.</p> <p>3.b.4.h: Implement strategies for responding to transition and change with flexibility and adaptability.</p> <p>3.b.5.h: Evaluate the relationship between educational achievement and career development.</p>

Employ career management strategies to achieve future career success and satisfaction. CD3.c	3.c.3.m: Identify work values and needs. 3.c.4.m: Define adaptability and flexibility in the world of work. 3.c.5.h: Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management. 3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.
CD4: Students will identify and apply employability skills.	
Identify and demonstrate positive work behaviors and personal qualities needed to be employable. CD4.a	4.a.3.m: Demonstrate self -discipline, self-worth, positive attitude and integrity. 4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills. 4.a.5.m: Identify positive work qualities typically desired in each of the career cluster's pathways. 4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status. 4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status. 4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment. 4.a.9.h: Use positive work qualities typically desired in each of the career cluster's pathways. 4.a.10.h: Manage work roles and responsibilities to balance them with other life roles and responsibilities.
Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. CD4.b	4.b.3.m: Use technology to assist in career exploration and job seeking activities. 4.b.5.h: Use multiple resources to locate job opportunities. 4.b.6.h: Prepare a resume, cover letter, employment application. 4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.
Identify and exhibit traits for retaining employment. CD4.c	4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults. 4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting. 4.c.4.h: Model behaviors that demonstrate reliability and dependability. 4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite. 4.c.6.h: Complete required employment forms and documentation. 4.c.7.h: Summarize key activities necessary to retain a job in an industry.
Develop positive relationships with others.	4.d.5.h: Participate in cocurricular and community activities to enhance the school experience.

CD4.d	4.d.6.h: Evaluate the best method to assist co-workers in accomplishing goals and tasks. 4.d.7.h: Examine the skills required to enable students to successfully transition to postsecondary opportunities.
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Key Vocabulary:

a la carte	al dente	basting	blanching
braising	breeding	cross-contamination	back of the house
convection oven	conventional oven	cuisine	dredge
entree	mince	invoice	julienne
mise en place	slotted spoon	plating	portion scale
proofers	front of the house	puree	

Topics/Content Outline- Units and Themes:

Quarter 1:

- Examine eating patterns and trends that affect the food service industry
- Demonstrate how to prevent food borne illness
- Describe how to prevent kitchen accidents (cuts, burns, falls)
- Compare equipment, tools & utensils in food service kitchens
 - Small equipment & utensils
 - Industrial equipment, care & cleaning
- Examine food preparation methods
- Demonstrate how to follow a standardized recipe
- Identify the importance of cost control and proper selection & storage of food

Quarter 2:

- Investigate the importance of nutrition in food service
- Create a menu for a restaurant operation
- Prepare and identify breakfast foods and sandwiches
- Apply the technical & employability skills necessary for success in foodservice
- Research foodservice careers
- Final Project - Food Truck

Primary Resource(s):

Exploring Professional Cooking Glencoe McGraw-Hill ISBN: 0-02-668489-6 © 1996	Becoming a Restaurant & Food Service Professional (ProStart) National Restaurant Association ISBN: 1-58280-117-7 © 2005
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