Course Title: Food Services I  
Course Number: 83011

Department: Career and Technical Education - Family and Consumer Sciences  
ADS Number: 05124257

Prerequisites: Successful completion of Culinary Arts I

Length of Course: One Year  
Credit/PRI Area: .50 Per Semester/Elective or Practical Arts  
Grade Level(s): 10-12

Important Notes:

A lab fee is required. Uniform and membership dues are required. Students may be required to participate in fund raising activities to cover field trip and competition expenses.

COURSE DESCRIPTION:

Food Services I teaches the skills of basic gourmet food preparation and catering. The student learns and practices skills related to safety and sanitation on the worksite, customer relations, the preparation and serving of foods for customer consumption, and the use of food service equipment in a commercial kitchen. Career opportunities in the Food Services field are explored. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Skills are assessed through participation in culinary events throughout the year.

Additional hours are required outside traditional class time for field experience.

References in parentheses following each performance standard refer to and are aligned with New Mexico State Content Standards Career Readiness (CR) and FACS National Standards (NS).
**STRATEGIES:**
The Illustrations column provides exemplars of the performance standards, strategies, and best practices suggested by Culinary Arts teachers in the Albuquerque Public Schools.

**ASSESSMENTS:**
Rubrics, written tests, portfolios, participation in food service preparation, Culinary Arts competitions, teacher observations.

**SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

*Becoming a Foodservice Professional - Year 1 (ProStart)* - National Restaurant Association Education Foundation  
*Culinary Essentials* - Glencoe  
*Food for Fifty (11th edition)* - Molt, Mary K.  
*Food Production, Management, and Services* - Texas Tech University. The Curriculum Center for Family and Consumer Sciences

**SUGGESTED TITLES/AUTHORS WEB SITES:**

Assorted commercial cookbooks  
Assorted videos (e.g., *Becoming a Foodservice Professional*)  
Magazines: "Chef Educator", "Fork in the Road"

Approved by HSCA: ____________________

FOOD SERVICES I 3.2.6  
Albuquerque Public Schools  02/03
**STRAND I: QUALITY FOOD SERVICE**

**CONTENT STANDARD:** The student critiques and applies quality food service practices.

**BENCHMARK:** The student identifies safe work habits, safety/sanitation procedures, work environment regulations, marketing strategies, and operations management.

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<tr>
<th>PERFORMANCE STANDARDS</th>
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<tr>
<td>1. Understands proper safety procedures commonly used in food service (CR-4D; NS-8.2).</td>
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<td>2. Analyzes food service industry regulations (e.g., OSHA, HACCP) (CR-3D).</td>
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<td>3. Prepares a food using a standardized recipe (CR-1D, 1E; NS-8.4).</td>
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**Note:** Illustrations include suggested activities for attaining each performance standard. A check (√) refers to a key feature to look for while assessing student performance.

1,2 Using a variety of resources (e.g., articles in magazines, newspapers, Internet), the student creates an illustrated brochure on one of the following: workplace regulations, safety, sanitation procedures.

  - √ creativity
  - √ application of criteria
  - √ thoroughness
  - √ clarity

3. The student selects a standardized recipe, labels its different parts (i.e., production, yield, ingredient and quantity, preparation techniques, and cooking time and temperature), prepares, and serves a finished product.

  - √ correct labeling
  - √ appearance/taste
  - √ application of safety procedures

4. The student develops an idea for a new restaurant. The plan includes:

  - analysis of market place, location, competition, trends
  - position statement
  - description of atmosphere, target clientele
  - ad and menu
  - advertising venues
  - analysis of all costs incurred
  - funding sources

  - √ application of all criteria
  - √ feasibility of plan
**STRAND II: WORKPLACE BEHAVIOR**

**CONTENT STANDARD:** The student recognizes and demonstrates good workplace etiquette.

**BENCHMARK:** The student comprehends and practices good workplace ethics and responsibilities and implements good customer service techniques.

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<tr>
<td>1.</td>
<td>Explores employee/employer responsibilities in the workplace (CR-2B, 4A, 4B, 4E; NS-8.7).</td>
<td>1. Working in pairs, the student role-plays both the employer and the employee in different workplace scenarios. The pair discusses &quot;How do you act as an employer versus an employee?&quot; √ understanding of differences in roles and responsibilities</td>
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<td>2.</td>
<td>Identifies the traits needed to be a good team member (e.g., communication, cooperation, positive attitude, promptness) (CR-2B, 4A, 4B, 5A-E; NS-8.7).</td>
<td>2. The student, as part of a team, completes a puzzle without any discussion. √ teamwork</td>
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<td>3.</td>
<td>Performs a variety of restaurant tasks (e.g., table setting, clearing, host duties, order taking, presenting check, collecting payment) (CR-1B-D, 4A, 4B, 4E, 5B, 5C, 5E; NS-8.1-8.7).</td>
<td>3. As part of a team, the student takes turns being a host/hostess, server, busboy. Each team member evaluates his/her peers on the different jobs through the use of a rubric. √ adherence to rubric √ rationale for evaluation</td>
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**STRAND III: TECHNICAL KNOWLEDGE, SKILLS, AND APPLICATIONS**

**CONTENT STANDARD:** The student examines and applies the technical knowledge, skills, and applications of the food service industry.

**BENCHMARK:** The student identifies and applies appropriate food service equipment and preparation techniques to prepare basic foods, emphasizing the preservation of nutrients.

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<td>1.</td>
<td>Identifies centers of a commercial kitchen and food service equipment for each center (CR-3A, 3D; NS-8.3).</td>
<td>1. The student demonstrates to the class how he/she would perform &quot;mise en place&quot; (i.e., making sure that everything is ready) prior to preparing a chef's salad for a party of six. √ thoroughness of demonstration</td>
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<td>2.</td>
<td>Identifies and uses food service equipment, knives, and smallwares found in a commercial kitchen (CR-3A, 3D; NS-8.3).</td>
<td>2. The student develops an activity (e.g., game, puzzle, scavenger hunt) to label and match tools with appropriate functions. OR As part of a team, the student prepares a teacher-chosen product (e.g., cookies, bread, stock, fish) using proper utensils, equipment, and techniques.</td>
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<td>3.</td>
<td>Practices techniques to make recipes more nutritious (CR-1B, 4B, 5E, 5F; NS-8.4, 8.5).</td>
<td>3. As part of a team, the student converts a recipe high in fat, sugar, and calories to a more nutritious recipe according to dietary guidelines. √ rational for substitutions √ identification of recipes and cooking techniques that are not healthy</td>
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<td>4.</td>
<td>Prepares, cooks, and stores foods to retain nutrients (CR-1D, 1E, 5E; NS-8.2-8.6).</td>
<td>4. As part of a team, the student prepares a healthful recipe and employs correct storage techniques (e.g., cool temperature, airtight, steam table) to maintain the nutrients. √ storage techniques appropriate for specific foods √ applies proper cooking methods to foods to retain nutrients</td>
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<td>5.</td>
<td>Demonstrates professional culinary applications/techniques in basic food service (CR-1D, 1E, 2C, 4A, 4B, 5A, 5C-F; NS-8.2-8.6).</td>
<td>5. Using a variety of preparation methods, the student prepares foods (e.g., breakfast foods, sandwiches, salads, garnishes, fruit, vegetables, meats, stocks, desserts) and serves a customer. √ taste √ appearance</td>
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**STRAND IV: CAREER PREPARATION**

**CONTENT STANDARD:** The student demonstrates knowledge, skills, and practices for a career in the hospitality industry.

**BENCHMARK:** The student explores career paths within the hospitality industry.

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| 1.          | Identifies career opportunities within the hospitality industry (CR-1A-C, 3A, 4A, 4C, 4D; NS-8.1). | 1. Using a variety of technology, the student researches and presents three career opportunities (e.g., cook, chef, restaurant/kitchen manager) in the food services industry. 
   - √ variety of sources 
   - √ effective presentation |
| 2.          | Understands the various methods available to prepare an effective cover letter, portfolio, resume, job/or college application form (CR-1D, 1E). | 2. The student compiles examples of his/her best work (e.g., cover letter, resume, applications, certificates, awards) into a portfolio. 
   - √ variety and quality of entries 
   - √ required components present 
   - √ appropriate use of language/writing conventions |
| 3.          | Prepares for a job/college interview as well as for necessary followups (CR-1D, 1E). | 3. The student participates in mock interviews set up with local hospitality businesses. 
   - √ effective speaking techniques 
   - √ appropriate responses to questions 
   - √ appropriate behaviors |