

Advanced Culinary Science and Restaurant Operations

**The Howard County Public School System
Sydney L. Cousin
Superintendent**

**Ellicott City, Maryland
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Sydney L. Cousin
Superintendent of Schools

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The Howard County Public School System

Ellicott City, Maryland 21042

FOREWORD

Quality curriculum is basic to the educational program in the Howard County Public School System, providing the structure and substance of what is taught to all students. The body of knowledge in any area is virtually infinite in that it is constantly changing and expanding as “new” knowledge is developed and “old” knowledge is refined. Nevertheless, it is important that a school system have a structure for the instructional program that provides direction, focus, flexibility, and state-of-the-art thinking for each content area.

We recognize that no body of knowledge in any subject area is discrete; knowledge is overlapping and interrelated. Thus, although there is a curriculum guide for each subject, curriculum is, and should be, interdisciplinary in focus. Students need to be taught to make connections between and among disciplines. They also need to understand the global nature of the world in which they live, respecting and drawing on the richness of a diverse society. Accordingly, curricula are written so that every child, in every classroom in the Howard County Public School System sees himself or herself in the materials used and the lessons taught. Each classroom must reflect its place as a multiethnic, multicultural microcosm of the world.

A team of teachers and other staff within the school system has developed this guide, drawing from the vast body of their collective experience in working with students. While they share both the pride and the responsibilities of authorship, it is our feeling that this guide and the others like it represent the essential elements of what education is in the Howard County Public School System.

Sydney L. Cousin
Superintendent of Schools

Sandra J. Erickson
Chief Academic and
Administrative Officer

Robert O. Glascook
Assistant Superintendent
Curriculum and Instruction

Clarissa Evans
Curriculum Director

Richard Weisenhoff, Coordinator
Office of Career and Technology Education

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The following individuals contributed to the development of this guide through their suggestions and writings:

Laurie Collins, Instructional Facilitator for Family and Consumer Science and Career Research and Development

Virginia Bromelow, Family and Consumer Science, Centennial High School

Elain Heilman, Hospitality, Restaurant, and Tourism, Applications and Research Lab

Zenoba Stephens, Family and Consumer Science, Oakland Mills High School

LaDeana Wilson, Family and Consumer Science, Howard High School

Special Appreciation to:

Cheri Jefferson, Curriculum Production Coordinator

Nancy Ralls, Secretary, Office of Career and Technology Education

Leila Chawkat, Editor

Alice Giles, Assistant Editor

Kelsey Elder, Curriculum Typist

Goals

Students will:

- Goal 1: Trace the origins of foodservice through history and identify how those origins, global cultures, and traditions influence cooking in the United States today. Students will also investigate trends that could affect the foodservice industry in the future.
- Goal 2: Describe the various lodging operations and the types of guests who patronize them. Students will also develop a hierarchy of hotel divisions, describe their major functions and interactions with guests and other departments as well as discuss the positions held by employees in those operations.
- Goal 3: Discuss and demonstrate the similarities and differences between American, French, English, Russian, and quick-service styles. Additionally, students will dramatize effective ways for verbal marketing and resolving customer complaints.
- Goal 4: Describe menu development and promotion through the process beginning with menu writing and layout through utilizing key marketing and forecasting concepts and promotional techniques.
- Goal 5: Identify and discuss steps in the process of purchasing foodservice supplies from selecting a supplier and writing a purchase order through the receiving and the inventory process.
- Goal 6: Identify the federal inspection and grading systems for the various kinds of meat, game, poultry, fish, and shellfish, and discuss how this information is used when purchasing, storing, fabricating, and cooking these foods.
- Goal 7: Apply appropriate cooking techniques for breads and desserts after distinguishing between the types of ingredients used in the pastry kitchen. Students will additionally learn how to calculate new yields based on baker's percentages.
- Goal 8: Identify and prepare hors d'oeuvres and canapés using various types of service and proper service techniques suited for a particular event or meal.
- Goal 9: Describe the importance and principles of plate presentation and the techniques used to add visual appeal to plated foods.

- Goal 10: Discuss and demonstrate proper presentation, service, and maintenance of a buffet.
- Goal 11: Describe standard accounting practices as they relate to foodservice from entering figures into a double-entry accounting system to understanding the basic concepts of income statements and balance sheet equations.
- Goal 12: Explain how the foodservice and retail industries play an integral role with other hospitality segments under the tourism umbrella and discuss why each is important to the other. Students will explore career opportunities outside the division of foodservice.
- Goal 13: Learn effective ways to provide for customers' needs and desires. Additionally, students will practice complaint resolution, telephone and writing skills, and suggestive selling techniques to build confidence for real life customer encounters.

Advanced Culinary and Restaurant Operations Essential Curriculum Documents

This is the final course in the four-course Culinary complete program and is designed for the student who is pursuing college study and/or immediate entry into the professional foodservice and hospitality industries. The course will build upon the basic culinary skills taught in the prerequisite, Culinary Sciences and will focus on the practices and skills required of professionals in food production, food services, and hospitality. Students who complete the course will finish the second level of the ProStart program and will be eligible to sit for the final examination for ProStart certification.

UNIT I: THE HISTORY OF FOODSERVICE

Goal 1: Students will trace the origins of foodservice through history and identify how those origins, global cultures, and traditions influence cooking in the United States today. Students will also investigate trends that could affect the foodservice industry in the future.

Objectives – The student will:

- 1.1 Trace the history of the foodservice industry and explain its relationship to world history.
- 1.2 List famous chefs from history and note their major accomplishments that affect foodservice today.
- 1.3 Identify global food cultures and traditions that influence foodservice in the United States.
- 1.4 Outline the growth of American foodservice and the influence from historical entrepreneurs.
- 1.5 Identify economic, technological, and social changes in society and explain how they influence current and future trends in the foodservice industry.
- 1.6 Categorize and differentiate the segments of the foodservice industry.

UNIT II: THE LODGING SEGMENT OF HOSPITALITY

Goal 2: Students will describe the various lodging operations and the types of guests who patronize them. Students will also develop a hierarchy of hotel divisions, describe their major functions and interactions with guests and other departments as well as discuss the positions held by employees in those operations.

Objectives – The student will:

- 2.1. Trace and explain the earliest types of lodging establishments in America.
- 2.2. Describe the difference between leisure and business travelers.
- 2.3. List the characteristics of types of lodging operations.
- 2.4. Identify national organizations that rate lodging establishments and the factors that are used in making their rating judgments.
- 2.5. Develop a hierarchy of the various departments in a hotel.
- 2.6. Describe the services offered to guests by each hotel department.
- 2.7. Discuss the importance of departmental interaction in a lodging facility.
- 2.8. Identify career opportunities in the hospitality industry.
- 2.9. Compare and contrast property management systems used for front office and reservations.
- 2.10. Describe the use of forecasting and overbooking in reservations management.

UNIT III: THE ART OF SERVICE

Goal 3: Students will discuss and demonstrate the similarities and differences between American, French, English, Russian, and quick-service styles. Additionally, students will dramatize effective ways for verbal marketing and resolving customer complaints.

Objectives – The student will:

- 3.1. Explain the similarities and differences between American, French, English, Russian, and quick-service styles.
- 3.2. Describe tableside preparations.
- 3.3. Describe traditional service staff, and list the duties and responsibilities of each.
- 3.4. Identify the various types of dining utensils.
- 3.5. Identify server tools and the correct way to stock a server station.
- 3.6. Dramatize effective ways for verbal marketing of menu items.

- 3.7. Dramatize methods of effectively resolving customer complaints.

UNIT IV: MARKETING AND THE MENU

Goal 4: Students will describe menu development and promotion through the process beginning with menu writing and layout through utilizing key marketing and forecasting concepts and promotional techniques.

Objectives – The student will:

- 4.1. Organize information on various menu styles.
- 4.2. Write and lay out a menu.
- 4.3. Use sales information to analyze how menu items are selling.
- 4.4. Distinguish and discuss basic marketing concepts.
- 4.5. Outline components of a marketing plan.
- 4.6. State prediction of market demand by forecasting.
- 4.7. Create and write a restaurant promotion.

UNIT V: PURCHASING AND INVENTORY CONTROL

Goal 5: Students will identify and discuss steps in the process of purchasing foodservice supplies from selecting a supplier and writing a purchase order through the receiving and the inventory process.

Objectives – The student will:

- 5.1. Explain the relationship between primary and intermediary sources and retailers.
- 5.2. Explain the differences between formal and informal buying.
- 5.3. Develop a specification list for items based on inventory information.
- 5.4. Write a purchase order.
- 5.5. Explain how production records influence a manager's purchasing decisions.
- 5.6. List the criteria for selecting appropriate suppliers.
- 5.7. List proper receiving procedures.
- 5.8. Explain proper storage procedures for food and beverages.
- 5.9. Explain the difference between periodic order and the perpetual inventory methods.

UNIT VI: MEATS, GAME, POULTRY, FISH, AND SHELLFISH

Goal 6: Students will identify the federal inspection and grading systems for the various kinds of meat, game, poultry, fish, and shellfish, and discuss how this information is used when purchasing, storing, fabricating, and cooking these foods. Additionally, students will discuss the making of charcuterie from various meat, poultry, and seafood items.

Objectives – The student will:

Meats

- 6.1. Describe the structure and composition of meats.
- 6.2. Describe meats inspection and grading practices.
- 6.3. Determine meats appropriate for the needs of a food service establishment.
- 6.4. Identify proper storage for meats.
- 6.5. Describe various cooking methods of meats.
- 6.6. Identify the primal, subprimal, and the fabricated cuts of beef, veal, lamb, and pork.
- 6.7. Identify basic butchering procedures for beef, veal, lamb, and pork.
- 6.8. Prepare and properly plate meats including beef, veal, lamb, and pork using a variety of cooking methods using proper HACCP standards.

Game

- 6.9. Identify a variety of game.
- 6.10. Understand game inspection practices.
- 6.11. Identify game for purchase in food service.
- 6.12. Discuss proper storage for game.
- 6.13. Discuss various cooking methods for game.
- 6.14. Prepare and properly plate game using various cooking techniques using proper HACCP standards.

Poultry

- 6.15. Understand the structure and composition of poultry.
- 6.16. Identify various kinds and classes of poultry.
- 6.17. Understand poultry inspection and grading practices.
- 6.18. Purchase poultry appropriate for needs in the foodservice establishment.
- 6.19. Discuss proper storage for poultry.
- 6.20. Prepare and properly plate poultry using a variety of cooking methods and following HACCP standards.

Fish and Shellfish

- 6.21. Understand the structure and composition of fish and shellfish.
- 6.22. Understand federal inspection and grading systems for fish and shellfish.
- 6.23. Identify a variety of fish and shellfish.
- 6.24. Discuss proper storage of fish and shellfish.
- 6.25. Identify various cooking methods of fish and shellfish.
- 6.26. Prepare and properly plate a variety of fish and shellfish following HACCP standards.

Charcuterie

- 6.27. Prepare a variety of forcemeats.
- 6.28. Assemble and cook a variety of pâtés, terrines, and sausages.
- 6.29. Understand the proper methods for brining, curing, and smoking meats and fish.
- 6.30. Identify several cured pork products.
- 6.31. Prepare and properly plate different types of charcuterie following HACCP standards.

UNIT VII: DESSERTS AND BAKED GOODS

Goal 7: Students will demonstrate the ability to apply appropriate cooking techniques for breads and desserts after distinguishing between the types of ingredients used in the pastry kitchen. Students will additionally learn how to calculate new yields based on baker's percentages.

Objectives – The student will:

- 7.1. Identify and use common ingredients in baking.
- 7.2. Identify and describe roles of fats, sweeteners, flavorings, leaveners, and thickeners in baking.
- 7.3. Calculate ingredient weights using baker's percentages.
- 7.4. Convert recipes to a new yield.
- 7.5. Differentiate between doughs and their various make-ups.
- 7.6. Prepare quick breads and cake batters.
- 7.7. Discuss the function and uses of icings.
- 7.8. Assemble cakes using basic finishing and decorating techniques.
- 7.9. Prepare and describe dessert sauces, steamed puddings, and soufflés.
- 7.10. Identify a variety of crusts and fillings.
- 7.11. Prepare pie dough using the 3-2-1 method.
- 7.12. Identify various methods used to prepare meringues.
- 7.13. Prepare a variety of classic pastries.
- 7.14. Discuss and prepare cookies using various makeup methods.

UNIT VIII: GARDE MANGER AND PRESENTATION

Goal 8: Students will identify and prepare hors d'oeuvres and canapés using various types of service and proper service techniques suited for a particular event or meal.

Objectives – The student will:

- 8.1. Identify guidelines for preparing hors d'oeuvres.
- 8.2. Identify types of canapés.
- 8.3. Identify guidelines for preparing canapé spreads.
- 8.4. Demonstrate proper procedures for preparing canapés and hors d'oeuvres.
- 8.5. Describe types of service and proper service techniques for hors d'oeuvres.
- 8.6. Prepare and properly plate a variety of hot and cold hors d'oeuvres and cold canapés following HACCP standards.

Goal 9: Students will describe the importance and principles of plate presentation and the techniques used to add visual appeal to plated foods.

Objectives – The student will:

- 9.1. Explain the basic principles of plate presentation.
- 9.2. Describe procedures for cutting foods to aide in the visual appeal when plated.
- 9.3. Describe molding procedures for grains.
- 9.4. Discuss potential plate choices for various foods.
- 9.5. Discuss the arrangement of food on the plate.
- 9.6. Discuss plate decorations for visual appeal.

Goal 10: Students will discuss and demonstrate proper presentation, service, and maintenance of a buffet.

Objectives – The student will:

- 10.1. Understand the basic principles of buffet presentation.
- 10.2. List and describe the steps necessary in planning a buffet.
- 10.3. List and describe the steps necessary in designing the buffet to include standard buffet table signs.
- 10.4. Discuss considerations such as height, pattern, color, texture, shape, and negative space when arranging foods on a buffet service platter.
- 10.5. Discuss the arrangement of food on the buffet table keeping in mind flow, spacing, reach, and decorations.
- 10.6. Discuss presentation and maintenance of the buffet.
- 10.7. Prepare or develop a menu and presentation plan for a specific buffet event.

UNIT IX: STANDARD ACCOUNTING PRACTICES

Goal 11: Students will describe standard accounting practices as they relate to foodservice from entering figures into a double-entry accounting system to understanding the basic concepts of income statements and balance sheet equations.

Objectives – The student will:

- 11.1. Apply basic accounting principles.
- 11.2. Calculate cost of sales.
- 11.3. Practice double-entry accounting.
- 11.4. Discuss important concepts on income statements.
- 11.5. Discuss important concepts on balance sheets.
- 11.6. Determine owner's equity using balance sheet equations.

UNIT X: TOURISM AND THE RETAIL INDUSTRY

Goal 12: Students will explain how the foodservice and retail industries play an integral role with other hospitality segments under the tourism umbrella and discuss why each is important to the other. Students will explore career opportunities outside the division of foodservice.

Objectives – The student will:

- 12.1. Explain the role of tourism and categorize the types of businesses under the tourism umbrella.
- 12.2. List and explain the economic impact of area events.
- 12.3. List the services of state and national parks.
- 12.4. Describe the differences of camping styles.
- 12.5. Explain the importance of theme parks to the hospitality industry.
- 12.6. Outline the process involved in international travel.
- 12.7. Describe the advantages and disadvantages of the various forms of travel.
- 12.8. Identify career opportunities offered under the tourism umbrella.
- 12.9. Identify non-foodservice careers that are available within hospitality.
- 12.10. Discuss education and experience requirements with other hospitality careers.
- 12.11. Describe how transitioning to other hospitality careers is easily achieved.
- 12.12. Describe the differences between the various retail stores.

UNIT XI: COMMUNICATING WITH CUSTOMERS

Goal 13: Students will learn effective ways to provide for customers' needs and desires. Additionally, students will practice complaint resolution, telephone and writing skills, and suggestive selling techniques to build confidence for real life customer encounters.

Objectives – The student will:

- 13.1. Suggest ways to respond to customer complaints.
- 13.2. Demonstrate effective writing communication.
- 13.3. Model courteous telephone skills.
- 13.4. State guidelines for effective crisis communication.
- 13.5. Demonstrate effective listening and speaking skills.
- 13.6. Create ways to attract and keep customers.
- 13.7. Demonstrate suggestive selling techniques.