

# **Appendix L**

## **HOSPITALITY, LODGING, AND TOURISM YOUTH APPRENTICESHIP**

### **RESTAURANT & FOOD/BEVERAGE SERVICES – KITCHEN AREA UNIT 4**

## **Unit 4: Restaurant & Food/Beverage Services Pathway**

### **Food and Beverage- Kitchen Area Unit**

Competency

#### **1. Follow safe food handling and sanitation procedures**

Performance Standard Condition

**Competence will be demonstrated**

- at the worksite and classroom

Performance Standard Criteria

**Performance will be successful when the learner:**

- Maintain principles of nationally recognized sanitation protocols (e.g., ServSafe®)
- Use protective gloves and clothing
- Use and safely maintain hand tools
- Avoid contamination and cross-contamination of food
- Maintain safe kitchen and surroundings
- Wash hands as required
- Maintain food items at appropriate storage requirements
- Thaw, prepare, cook, and reheat food items according to appropriate requirements as applicable
- Practice good personal hygiene
- Clean and sanitize areas and equipment as required

Learning Objectives

- Define the three hazards for food contamination (chemical, physical, & biological)
- Outline compliance requirements of sanitation and health inspections
- Detail operating procedures for food quality
- Describe good personal hygiene and how it affects food safety
- Demonstrate proper hand-washing
- Illustrate correct food handling and production techniques
- Detail ways to monitor quality of prepared food.
- Categorize microbes that cause food-borne illness
- List the signs of food spoilage
- Distinguish among the causes of food spoilage
- State factors that affect the shelf life of food products
- Outline the dangers of food-borne illness
- Explain how to prevent food-borne illness
- Explain how time and temperature guidelines reduce growth of microbes
- Describe common food allergens and their impact in food preparation and storage
- Describe how food can be contaminated or cross-contaminated
- Define cleaning and sanitizing
- List common agents used to clean and sanitize in food preparation
- Explain how equipment, utensils are stored to reduce contamination
- Describe how pests are controlled in your facility
- Explain how to store and use pesticides properly

**Comments:**

## **Unit 4: Restaurant & Food/Beverage Services Pathway**

### **Food and Beverage- Kitchen Area Unit**

Competency

#### **2. Follow inventory procedures**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite and classroom

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Take physical inventory of food and supplies periodically as required
- Review inventories and records to determine ordering limits
- Order food and supplies as needed to maintain physical inventory as required
- Receive food and supplies from supplier
- Verify actual shipment received with purchase order
- Forward documentation to appropriate person(s)
- Assist to inspect food received
- Store items according to storage requirements in appropriate timeframes
- Use First In, First Out (FIFO) method of inventory rotation

Learning Objectives

- Differentiate between inspecting and grading
- Outline receiving and storage procedures
- Explain how to inspect food received for quality and contamination
- List factors that affect prices
- Explain how production records are used in purchasing decisions
- List criteria for selecting appropriate suppliers
- Distinguish between perishable and non-perishable items
- Describe how to use scales and carts to receive food
- Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.)
- Compare different types of storage areas
- Describe general storage guidelines for food items
- List food items and requirements for Refrigerated Storage
- List food items and requirement for Frozen Storage
- List food items and requirements for Dry Storage

**Comments:**

## **Unit 4: Restaurant & Food/Beverage Services Pathway**

### **Food and Beverage- Kitchen Area Unit**

Competency

#### **3. Operate foodservice equipment**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite and classroom

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Exhibit appropriate selection, use, and care of small hand tools and utensils
- Exhibit appropriate use and care of small and large equipment
- Use measuring devices
- Use scales and other food service equipment
- Uses thermometers to monitor food temperature
- Use pots and pans for different food preparations
- Cut and mix food using standard equipment
- Handle equipment in manner to prevent burns and scalding
- Sharpen knives safely
- Use and sanitize equipment (mixing, storage, cleaning) as required

Learning Objectives

- Identify and describe the correct use of restaurant kitchen equipment
- Demonstrate understanding of modern kitchen organization
- Identify and define general culinary terms
- Compare and contrast cooking with steamers, broilers, griddles, grills, ranges, fryers, and ovens
- Compare types of thermometers and how to use them
- Identify and distinguish knife types and related terminology
- Demonstrate knife sharpening skills and proper knife care
- Demonstrate basic knife cuts
- Illustrate correct use of knives and kitchen equipment
- Describe ways to prevent burns

**Comments:**

## **Unit 4: Restaurant & Food/Beverage Services Pathway**

### **Food and Beverage- Kitchen Area Unit**

Competency

#### **4. Coordinate food orders**

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite and classroom

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Assemble eating and serving equipment
- Prepare plates as required by order and storage requirements
- Prepare garnishes
- Garnish and plate menu items
- Use portion control devices
- Plate all menu items correctly and properly garnished
- Place prepared order in appropriate area
- Maintain appropriate serving temperatures

Learning Objectives

- Identify global cultures and traditions related to food
- Detail characteristics of American, French, English, Russian, Bistro style and other forms of service
- Outline the order in which food and supplies flow through a food service
- Detail operating procedures for food plating and presentation
- Explain how garnishing enhances texture, color and appearance of food
- Describe ingredients commonly used as garnishes
- Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.) as it is being readied for service

**Comments:**

## **Unit 4: Restaurant & Food/Beverage Services Pathway**

### **Food and Beverage- Kitchen Area Unit**

Competency

#### **5. Assist to prepare menu items**

Performance Standard Condition

**Competence will be demonstrated**

- at the worksite and classroom
- While assisting a worksite professional

Performance Standard Criteria

**Performance will be successful when the learner:**

- Obtain standardized recipe
- Assemble ingredients, weights and measures, utensils, pans, herbs, spices, and seasonings
- Choose appropriate cooking procedures (sauté, broil, bake, etc.)
- Set up and preheat heating units
- Weigh and measure ingredients accurately
- Convert recipe yield to desired yield accurately as needed
- Prepare menu item as required using safe food handling practices

## Learning Objectives

- Define food science and nutrition
- Define the elements of a recipe
- Recognize measurements and abbreviations commonly used in food recipes
- Define basic cooking terminology
- State principles for and apply techniques to modify a recipe
- Explain how to show consistent appearance in prepared foods
- Describe the basic food groups
- Describe healthy cooking techniques
- Distinguish among conventional, convection, and microwave cooking
- Explain the impact of factors affecting cooking rates and results
- Describe sources of nutrients and their effects
- Describe different techniques for food preparation such as dry-heat, moist-heat, and combination methods and foods to which they are suited
- Interpret the Food Pyramid
- Interpret a Nutrition Facts Label
- Identify fruits and vegetables
- Explain USDA quality grades for fresh fruits and vegetables
- Explain use of variety of sauces
- Explain the use of store stocks and glace
- Discuss the use of leavening, roux, and thickening agents
- Identify cuts of meat, poultry, fish, and seafood
- Outline the grading system for meat, poultry, fish and seafood
- Determine proper degrees of doneness
- List common spices and herbs and describe their uses
- Explain factors that influence food choice
- Identify various ethnicities and their dining habits and rules
- Identify various countries and their native food resources

## Comments:

## **Unit 4: Restaurant & Food/Beverage Services Pathway**

### **Food and Beverage- Kitchen Area Unit**

Competency

#### **6. Perform kitchen steward tasks**

Performance Standard Condition

**Competence will be demonstrated**

- at the worksite and classroom

Performance Standard Criteria

**Performance will be successful when the learner:**

- Sweep/mop floors
- Clean stainless steel surfaces
- Clean floor mats
- Use garbage disposals
- Empty and clean trash cans
- Follow recycling programs
- Wash dishes, silverware, and glasses
- Wash pots and pans
- Wash walls and ceilings
- Burnish silverware
- Clean cooking equipment
- Clean kitchen hoods and ventilation grills
- Clean milk and juice dispensers
- Clean coffee urns/coffee makers
- Clean and sanitizes cutting boards
- Clean and sanitizes can openers
- Clean reach-in/walk-in freezers/refrigerators
- Clean and treats drains
- Clean food storerooms
- Clean large trash bins/surrounding areas

Learning Objectives

- Explain the importance of a clean kitchen area and cooking equipment
- Compare and contrast features of dishwashing machines
- Explain proper cleaning and sanitizing of food service equipment and utensils
- Compare and contrast cleaning and sanitizing methods for equipment used in food preparation and cooking
- Describe how pests are controlled in the kitchen area

**Comments:**



## Unit 4: Restaurant & Food/Beverage Services Pathway

### Food and Beverage- Kitchen Area Unit

Competency

#### 7. Assist with management tasks

Performance Standard Condition

##### **Competence will be demonstrated**

- at the worksite and classroom
- While assisting a worksite professional

Performance Standard Criteria

##### **Performance will be successful when the learner:**

- Calculate recipe costs
- Calculate food cost and ways to meet goals
- Calculate labor cost and ways to meet goals
- Determine the values of inventory or stock
- Determine menu pricing
- Use sales information to analyze how menu items are selling
- Interpret calculations of food, labor, and pricing to ensure profitability
- Purchase food and beverage items
- Assist with Hazard Analysis and Critical Control Point (HACCP) procedures

Learning Objectives

- Describe staff positions within the food and beverage department
- Describe the basic elements of kitchen layout and design
- Explain how the flow of kitchen operations is set up for maximum efficiency
- Define portion control and how that impacts pricing and profitability
- Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost
- Cost out a recipe
- Determine a recipe's yield
- Compare as purchased portion to edible portion cost amounts
- List guidelines for purchasing and cutting costs when preparing foods
- Explain Company Procedures for Time and Motion Efficiency to reduce labor costs
- Exhibit knowledge of the 7 HACCP principles
- Describe how nutritional guidelines and values are involved in menu decisions and food preparation
- Discuss marketing techniques using menu design and marketing trends

Comments: