



***Department of Teaching & Learning***  
***Parent/Student Course Information***

***Introduction to Hospitality and Catering Services***  
***(HE 8279)***  
***Two Credits, One Year***  
***Grades 10 – 12***

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Students practice managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Students plan, select, store, purchase, prepare and serve food and food products; study basic nutrition, sanitation and food safety; the use and care of commercial equipment; and the operation of institutional food establishments. Critical thinking, practical problem solving and entrepreneurship opportunities in the field of culinary arts are emphasized. Teachers highlight the basic skills of math, science, and communication when appropriate in content.

**CERTIFICATION**

Always Food Safe: Food Manager Certification and/or National Restaurant Association Education Foundation: ServSafe Certification

**COOPERATIVE EDUCATION (CO-OP)**

Cooperative Family and Consumer Sciences is the supervised on-the-job instructional phase of an occupational preparation program. Students attend school for all or part of the day and work in an approved family and consumer sciences position part of the day. The teacher-coordinator and training sponsor (employer) develop an individualized training plan that identifies learning experiences according to the student's career objective. Transportation is the responsibility of the student. Benefits of the co-op placement include work experience, credit toward graduation and paid employment. This option is not available in all schools.

**STUDENT ORGANIZATION**

Family, Career and Community Leaders of America (FCCLA)

FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically, and prepare for careers through practical knowledge and specific skills.

**PREREQUISITE**

Introduction to Culinary Arts

**OPTIONS FOR NEXT COURSE**

Culinary Arts (Technical and Career Education Center)

**REQUIRED STUDENT TEXTBOOK**

*Introduction to Culinary Arts, 2007*

## COMPETENCIES FOR INTRODUCTION TO HOSPITALITY AND CATERING

### Demonstrating Professional Competencies

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.
- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems, and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task-, and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.
- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.
- 22 Demonstrate workplace safety.

### Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

### Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

### Exploring Work-Based Learning

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate (optional).

## **Balancing Work and Family**

- 39 Analyze the meaning of work and the meaning of family.
- 40 Compare how families affect work life and how work life affects families.
- 41 Identify management strategies for balancing work and family roles.

## **Exploring Culinary Arts**

- 42 Explore the history of culinary arts.
- 43 Describe the role of food and foodways in the history of Virginia.
- 44 Identify the duties and responsibilities of each member of the classical kitchen brigade.
- 45 Investigate careers in the culinary arts and hospitality industries.

## **Understanding Kitchen Safety**

- 46 Implement kitchen safety procedures.
- 47 Explain safety data sheets (SDS).
- 48 Describe safety hazards in food service operations.
- 49 Demonstrate the use of cleaners and sanitizers.
- 50 Explain the classes of fires and the method of extinguishing each.
- 51 Describe professional knife safety.
- 52 List the regulatory agencies, laws, and regulations that govern safety in the food service environment.

## **Understanding Kitchen Sanitation**

- 53 Identify microorganisms related to food contamination.
- 54 Identify food-borne illnesses, including their causes and symptoms.
- 55 Explain factors that make foods potentially hazardous.
- 56 Explain safe food handling, production, storage, and service procedures.
- 57 Identify personal hygiene and health practices.
- 58 Identify common food allergies.
- 59 Complete a daily sanitation inspection.
- 60 Follow a schedule and standard procedures for cleaning and sanitizing equipment and facilities.
- 61 Identify industry-standard waste disposal and recycling procedures.
- 62 Describe measures for pest control and eradication in the food service environment.
- 63 List the agencies and regulations that govern sanitation in the food service environment.

## **Exploring the Purchasing and Receiving of Goods**

- 64 List the requirements for receiving and storing raw foods, prepared foods, and dry goods.
- 65 Conduct an inventory of food and nonfood items.
- 66 Explain the regulations for inspecting and grading foods.
- 67 Outline the flow of food from grower to buyer.
- 68 Explain formal and informal purchasing methods.
- 69 Describe the purpose of a requisition.
- 70 Describe market fluctuations and their effects on product cost.
- 71 Explain the legal and ethical considerations of purchasing.
- 72 Describe the importance of product specifications.
- 73 Evaluate foods to determine conformity with specifications.
- 74 Describe the steps in receiving and storing nonfood items.

## **Understanding Nutritional Principles**

- 75 Explain USDA nutritional guidelines.
- 76 Explain concepts related to energy balance.
- 77 Describe the nutritional components of food.

- 78 Evaluate personal diets, using the recommended dietary allowances.
- 79 Explain cooking and storage techniques that promote maximum retention of nutrients.

### **Applying Food-Preparation Techniques**

- 80 Identify hand tools and utensils used in food preparation.
- 81 Demonstrate knife skills.
- 82 Identify operation of kitchen equipment.
- 83 Identify the uses of a variety of cookware.
- 84 Describe the components of a standardized recipe.
- 85 Follow a standardized recipe.
- 86 Explain dry-heat cooking methods.
- 87 Explain moist-heat cooking methods.
- 88 Explain combination cooking methods.
- 89 Demonstrate scaling and measuring techniques for weight.
- 90 Demonstrate scaling and measuring techniques for volume.
- 91 Apply time-management principles to planning, preparing, and serving food.
- 92 Design a kitchen workstation to facilitate preparation of a menu item.
- 93 Describe uses of herbs, spices, oils, vinegars, and condiments.
- 94 Identify common red meat carcasses and their utilizations.
- 95 Identify types of poultry and their utilizations.
- 96 Identify types of fish and their utilizations.
- 97 Identify types of shellfish and their utilizations.
- 98 Explain the preparation methods and pairings for stocks, soups, and sauces.
- 99 Identify fruits, vegetables, and farinaceous items.
- 100 Identify a variety of breakfast meats.
- 101 Identify a variety of egg products.
- 102 Identify a variety of breakfast cereals.
- 103 Identify breakfast batter products.
- 104 Prepare a variety of breakfast meats.
- 105 Prepare eggs using various methods.
- 106 Prepare hot breakfast cereals.
- 107 Prepare breakfast batter products.

### **Exploring Garde Manager Techniques**

- 108 Prepare cold salads.
- 109 Prepare cold dressings.
- 110 Prepare cold sandwiches.

### **Exploring Baking Fundamentals**

- 111 Define baking terms.
- 112 Identify equipment and utensils used in baking.
- 113 Identify the ingredients used in baking and their functions.
- 114 Prepare quick breads.
- 115 Prepare pies and tarts.
- 116 Prepare cookies.

### **Serving in the Dining Room**

- 117 Describe the types of table service and table settings.
- 118 Communicate with diverse customers.
- 119 Demonstrate beverage service.

**Using Business and Mathematics Skills**

- 120 Determine food costs.
- 121 Demonstrate recipe conversion.
- 122 Identify culinary units of measurement and measurement tools.
- 123 Prepare a handwritten guest check.
- 124 Identify types of dining establishments.
- 125 Demonstrate procedures for marketing to customers.
- 126 Describe the interrelationships and workflow between dining room and kitchen operations.

**Investigating the Food Service Industry**

- 127 Describe the scope of the food service industry within the hospitality industry.
- 128 Identify professional food service organizations.

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For further information, please call (757) 263-1070.

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The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at [Kathleen.Vuono@vbschools.com](mailto:Kathleen.Vuono@vbschools.com).

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