

# Course Outline

Hospitality, Tourism and Recreation

REVISED: August/2017

**Job Title:**

Baker

**Career Pathway:**

Food Service and Hospitality

**Industry Sector:**

Hospitality, Tourism and Recreation

**O\*NET-SOC CODE:**

51-3011.00

**CBEDS Title:**

Food and Beverage Production and Preparation

**CBEDS No.:**

4421

**77-15-50**

## Culinary Arts: Baking/1

**Credits:** 5

**Hours:** 90

**Course Description:**

This competency-based course is the first in a sequence of two designed for baking. It provides students with project-based learning experiences in the art and science of baking. Technical instruction includes an orientation, resource management, weights and measures, equipment, safety and sanitation and employability skills. Emphasis is placed on the ingredients and preparatory baking techniques used for basic bread, sweet yeast dough, doughnut and cruller production. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Enrollment requires a reading level of 6.0 as measured by the TABE D 9/10.

**NOTE:** For Perkins purposes this course has been designated as an **introductory/concentrator** course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

**Location**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS** **Location**

**INSTRUCTIONAL STRATEGIES** p. 15

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT** Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. pp. 7-13

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES** pp. 15

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT** Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## ***ACKNOWLEDGMENTS***

Thanks to MARJORIE SCHEINDER and ALEJANDRA SALCEDO for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**  
***Hospitality, Tourism, and Recreation Industry Sector***  
***Knowledge and Performance Anchor Standards***

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

**3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

**4.0 Technology**

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment.

**5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.

**6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment.

**7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings.

**8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

**9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

**10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.

**11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

## ***Hospitality, Tourism, and Recreation Pathway Standards***

### **B. Food Service and Hospitality Pathway**

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service.

Sample occupations associated with this pathway:

- ◆ Food Expeditor
- ◆ Restaurant Manager
- ◆ Banquet and Catering Director
- ◆ Research Chef
- ◆ Executive Chef

- B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.
- B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.
- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.
- B8.0 Apply the knowledge and skills essential for effective customer service.
- B9.0 Apply the basic procedures and skills needed for food and beverage service.
- B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
- B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.
- B12.0 Describe the fundamentals of successful sales and marketing methods.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Culinary Arts: Baking/1 Course**

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES   | STANDARDS   |
|--|--|---|
| <p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p> | <ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Identify classroom policies and procedures.</li> <li>4. List the different occupations in the Hospitality, Tourism, and Recreation Industry Sector which have an impact on the role of bakers.</li> <li>5. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in culinary arts.</li> <li>6. Discuss and evaluate the impact of Environmental Protection Agency (EPA) legislation on the Hospitality, Tourism, and Recreation Industry Sector practices.</li> <li>7. Discuss and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to culinary arts.</li> <li>8. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing bakers.</li> <li>9. Describe classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards.</li> <li>10. Explain how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employers' obligations as they apply to safety</li> <li>c. obtaining a tuberculosis screening test</li> </ol> </li> <li>11. Pass a written exam on first aid and emergency procedures with 100% accuracy.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 3, 5, 8, 10</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Communications:<br/>2.5<br/>Career Planning and Management:<br/>3.4<br/>Problem Solving and Critical Thinking:<br/>5.4<br/>Health and Safety:<br/>6.1, 6.2, 6.7<br/>Technical Knowledge and Skills:<br/>10.2<br/>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, B2.4, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B 4.1, B4.2, B5.2</p> |

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES   | STANDARDS  |
|--|--|--|
| <p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the resource management principles and techniques in culinary arts.</p> <p>(1 hour)</p> | <ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Describe the management of the following resources in the baking business:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. List specific examples of effective management of the following resources in the baking business:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>4. Evaluate the following benefits of effective resource management in the baking business:               <ol style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ol> </li> <li>5. Evaluate the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> </ol>   | <p><b>Career Ready Practice:</b><br/>1, 2, 5, 7, 8, 9, 10</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Communications:<br/>2.5<br/>Problem Solving and Critical Thinking:<br/>5.4<br/>Technical Knowledge and Skills:<br/>10.1<br/>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B1.4, B 4.1, B4.2, B4.4, B4.5, B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B11.4</p> |
| <p>C. WEIGHTS AND MEASURES</p> <p>Understand, apply, and evaluate the mathematical requirements in culinary arts.</p>                                    | <ol style="list-style-type: none"> <li>1. Describe the practical applications of math in the baking industry.</li> <li>2. Describe and demonstrate problem-solving techniques involving whole number problems, using arithmetic operations (addition, subtraction, multiplication, and division).</li> <li>3. Describe and demonstrate problem-solving techniques involving various fraction problems, using arithmetic operations.</li> <li>4. Describe and demonstrate problem-solving techniques involving various decimal problems, using addition, subtraction, multiplication, and division.</li> <li>5. Describe and demonstrate techniques for changing fractions to decimals.</li> <li>6. Describe and demonstrate techniques for changing decimals to fractions.</li> <li>7. Describe the English system of measuring length.</li> <li>8. Describe the English system of measuring weight.</li> <li>9. Describe the English system of measuring volume or capacity.</li> <li>10. Describe and demonstrate problem-solving techniques for various English system measuring problems, using arithmetic operations.</li> <li>11. Describe and demonstrate English and metric measuring techniques of objects by using tools common to the industry.</li> <li>12. Express metric units in ascending and descending powers of ten.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 4, 5</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Communications:<br/>2.1, 2.2, 2.3, 2.4, 2.5<br/>Problem Solving and Critical Thinking:<br/>5.4<br/>Technical Knowledge and Skills:<br/>10.1<br/>Demonstration and Application:<br/>11.1</p>   |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES   | STANDARDS   |
|---|--|---|
| (6 hours)   | 13. Convert the English numbering system to metric system.<br>14. Convert the metric numbering system to English numbers.<br>15. Calculate square roots of English numbers.<br>16. Describe and demonstrate techniques for using a calculator.<br>17. Demonstrate techniques for using a baker's scale.<br>18. Describe and demonstrate techniques for decreasing the quantities in a recipe.<br>19. Describe and demonstrate techniques for increasing the quantities in a recipe.  | <b>CTE Pathway:</b><br>B6.2, B6.3, B6.4,<br>B6.6 B7.1, B7.2, B7.3   |
| <b>D. EQUIPMENT</b><br><br>Understand, apply, and evaluate the operational, maintenance, and storage procedures used for commercial baking equipment. | 1. Identify and describe the features and functions of the following: <ol style="list-style-type: none"> <li>vertical mixer</li> <li>commercial ovens</li> <li>cutlery</li> <li>utensils</li> <li>tables</li> <li>bins</li> <li>doughnut fryer</li> <li>knives</li> <li>hand tools</li> </ol> 2. Explain and demonstrate the safe operation, maintenance, and storage of the following: <ol style="list-style-type: none"> <li>vertical mixer</li> <li>commercial ovens</li> <li>cutlery</li> <li>utensils</li> <li>tables</li> <li>bins</li> <li>doughnut fryer</li> <li>knives</li> <li>hand tools</li> </ol> 3. Describe and demonstrate the filtration of doughnut fryer fats. | <b>Career Ready Practice:</b><br>1, 2, 3, 5, 8, 10<br><br><b>CTE Anchor:</b><br>Communications:<br>2.5<br>Problem Solving and Critical Thinking:<br>5.4<br>Health and Safety:<br>6.2, 6.3<br>Responsibility and Flexibility:<br>7.2<br>Technical Knowledge and Skills:<br>10.1<br>Demonstration and Application:<br>11.1<br><br><b>CTE Pathway:</b><br>B6.1, B6.2, B7.1, B7.2 |
| <b>E. SAFETY AND SANITATION</b><br><br>Understand, apply, and evaluate the safe and sanitary use of commercial kitchen equipment and utensils.        | 1. Define the following: <ol style="list-style-type: none"> <li>contamination</li> <li>bacteria               <ol style="list-style-type: none"> <li>streptococcus</li> <li>salmonella</li> <li>clostridium botulinum</li> </ol> </li> <li>botulism</li> <li>sterilization</li> <li>food dehydration</li> </ol>  | <b>Career Ready Practice:</b><br>2, 3, 4, 5, 10<br><br><b>CTE Anchor:</b><br>Communications:<br>2.5<br>Problem Solving and Critical Thinking:<br>5.4  |

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES  | STANDARDS  |
|--|---|--|
| (6 hours)  | <ol style="list-style-type: none"> <li>2. Explain the following:               <ol style="list-style-type: none"> <li>a. importance of good health for workers</li> <li>b. proper clothing and sanitation habits of workers</li> <li>c. performing basic steps in sterilization</li> <li>d. sound ergonomic principles in organizing one’s workspace</li> <li>e. food safety systems, i.e. Hazard Analysis and Critical Control Point (HCCP)</li> <li>f. recognizing contaminated products</li> <li>g. favorable conditions for bacteria to reproduce</li> <li>h. controlling bacteria and their carriers</li> <li>i. danger zone for food</li> <li>j. dangers of tasting food suspected of being contaminated</li> <li>k. benefits of food dehydration</li> </ol> </li> <li>3. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. cleaning food processors/mixers</li> <li>b. cleaning stovetops and ovens</li> <li>c. cleaning hand tools</li> <li>d. cleaning fryers</li> <li>e. cleaning cutlery</li> <li>f. using a fire extinguisher</li> <li>g. storing cooked and non-cooked food properly</li> <li>h. storing cleaning solutions and non-food items properly</li> <li>i. immediate treatment of burns</li> <li>j. immediate treatment of cuts</li> </ol> </li> <li>4. Pass the safety test with 100% accuracy.</li> </ol> | <p>Health and Safety:<br/>6.2, 6.3<br/>Responsibility and Flexibility:<br/>7.2<br/>Ethics and Legal Responsibilities:<br/>8.3<br/>Technical Knowledge and Skills:<br/>10.1<br/>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B2.1, B2.2, B2.4,<br/>B3.1, B3.2, B3.3,<br/>B3.4, B3.5, B3.6,<br/>B5.1</p>   |
| <p>F. INGREDIENTS</p> <p>Understand, apply, and evaluate the preparatory techniques used for baking ingredients.</p> | <ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. sugar</li> <li>b. flour</li> <li>c. leaven</li> <li>d. yeast</li> <li>e. chemical leavening</li> </ol> </li> <li>2. Identify the following:               <ol style="list-style-type: none"> <li>a. different types of sugars</li> <li>b. different types of flours</li> </ol> </li> <li>3. Describe the following:               <ol style="list-style-type: none"> <li>a. process of chemical leavening</li> <li>b. properties of yeast as leavening</li> <li>c. use of salt and spices</li> <li>d. effect that a lack of salt has on foods</li> <li>e. appropriate uses of fruit in baking</li> <li>f. effect of eggs on various baking formulas</li> </ol> </li> <li>4. Discuss and demonstrate the following:               <ol style="list-style-type: none"> <li>a. proper handling of fruit</li> <li>b. proper storage of various ingredients</li> </ol> </li> </ol>  | <p><b>Career Ready Practice:</b><br/>2, 4, 5</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.5<br/>Problem Solving and Critical Thinking:<br/>5.4<br/>Health and Safety:<br/>6.2, 6.3<br/>Responsibility and Flexibility:<br/>7.2<br/>Technical Knowledge and Skills:<br/>10.1<br/>Demonstration and Application:<br/>11.1</p> |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES   | STANDARDS  |
|---|--|--|
| (6 hours)   |  | <b>CTE Pathway:</b><br>B3.3, B3.4, B6.3,<br>B6.4, B6.5, B7.4,  |
| G. BREAD<br><br>Understand, apply, and evaluate the preparatory techniques used for bread production.                         | <ol style="list-style-type: none"> <li>1. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. bread formulas</li> <li>b. basic bread fermentation</li> <li>c. staling of bread</li> <li>d. sourdough and specialty bread production</li> </ol> </li> <li>2. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. basic bread mixing</li> <li>b. basic bread scaling and make-up</li> <li>c. basic bread baking</li> </ol> </li> </ol>  | <b>Career Ready Practice:</b><br>2, 4, 5<br><br><b>CTE Anchor:</b><br>Communications:<br>2.5<br>Problem Solving and Critical Thinking:<br>5.4<br>Health and Safety:<br>6.2, 6.3<br>Responsibility and Flexibility:<br>7.2<br>Technical Knowledge and Skills:<br>10.1<br>Demonstration and Application:<br>11.1<br><br><b>CTE Pathway:</b><br>B7.2, B7.3, B7.4, |
| (20 hours)  |  |  |
| H. SWEET YEAST DOUGH<br><br>Understand, apply, and evaluate the preparatory techniques used for sweet yeast dough production. | <ol style="list-style-type: none"> <li>1. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. basic sweet dough formulas</li> <li>b. sweet dough fermentation</li> </ol> </li> <li>2. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. basic sweet dough mixing</li> <li>b. sweet dough scaling and make-up</li> <li>c. test for proof of yeast-raised products</li> <li>d. sweet dough baking</li> <li>e. performing sweet dough finish</li> <li>f. laws pertaining to paydays and minimum wages</li> </ol> </li> </ol> | <b>Career Ready Practice:</b><br>2, 4, 5<br><br><b>CTE Anchor:</b><br>Communications:<br>2.5<br>Problem Solving and Critical Thinking:<br>5.4<br>Health and Safety:<br>6.2, 6.3<br>Responsibility and Flexibility:<br>7.2  |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES   | STANDARDS   |
|---|--|---|
| (20 hours)  |  | Technical Knowledge and Skills:<br>10.1, 10.2<br>Demonstration and Application:<br>11.1<br><br><b>CTE Pathway:</b><br>B7.2, B7.3, B7.4  |
| I. DOUGHNUT AND CRULLER<br><br>Understand, apply, and evaluate the preparatory techniques used for doughnut and cruller production. | <ol style="list-style-type: none"> <li>1. Identify and discuss the differences between the following:               <ol style="list-style-type: none"> <li>a. chemical leavening agents</li> <li>b. yeast product leavening</li> </ol> </li> <li>2. Describe the following:               <ol style="list-style-type: none"> <li>a. basic cake doughnut production</li> <li>b. importance of batter temperature control</li> <li>c. importance of frying temperature</li> <li>d. yeast-raised doughnut fermentation</li> <li>e. staling of doughnuts</li> </ol> </li> <li>3. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. cake doughnut mixing procedures</li> <li>b. cake doughnut frying</li> <li>c. cake doughnut finishing</li> <li>d. basic yeast-raised doughnut mixing</li> <li>e. rolling and cutting yeast-raised doughnuts</li> <li>f. determining the proper temperature and humidity of the proof box</li> <li>g. determining the proper amount of proof required for yeast-raised doughnuts</li> <li>h. frying yeast-raised doughnuts</li> <li>i. finishing yeast-raised doughnuts</li> <li>j. proper merchandising (display techniques) of doughnut products</li> </ol> </li> </ol> | <b>Career Ready Practice:</b><br>2, 4, 5<br><br><b>CTE Anchor:</b><br>Communications:<br>2.5<br>Problem Solving and Critical Thinking:<br>5.4<br>Health and Safety:<br>6.2, 6.3<br>Responsibility and Flexibility:<br>7.2<br>Technical Knowledge and Skills:<br>10.1, 10.2<br>Demonstration and Application:<br>11.1<br><br><b>CTE Pathway:</b><br>B7.2, B7.3, B7.4 |
| EMPLOYABILITY SKILLS<br><br>Understand, apply, and evaluate the employability skills required in culinary arts.                     | <ol style="list-style-type: none"> <li>1. Summarize employer requirements for the following:               <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. timeliness</li> <li>g. communication skills</li> <li>h. computer skills and software applications</li> </ol> </li> </ol>   | <b>Career Ready Practice:</b><br>2, 5, 8, 9, 10, 11<br><br><b>CTE Anchor:</b><br>Communications:<br>2.5<br>Problem Solving and Critical Thinking:<br>5.4  |

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES  | STANDARDS   |
|---------------------------------|---|---|
| (2 hours)                       | <ol style="list-style-type: none"> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Describe the role of electronic social networking in job search.</li> <li>4. Design sample résumés.</li> <li>5. State the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Complete sample job application forms correctly.</li> <li>7. State the importance of enthusiasm on a job.</li> <li>8. State the importance of appropriate appearance on a job.</li> <li>9. State the importance of continuous upgrading of job skills.</li> <li>10. Identify the importance of customer service as a method of building permanent relationships between the organization and the customer.</li> <li>11. Describe and demonstrate appropriate interviewing techniques.</li> <li>12. Identify the informational materials and resources needed to be successful in an interview.</li> <li>13. Describe and demonstrate appropriate follow-up procedures.</li> </ol> | <p>Health and Safety:<br/>6.2, 6.3</p> <p>Responsibility and Flexibility:<br/>7.2</p> <p>Technical Knowledge and Skills:<br/>10.1, 10.2</p> <p><b>CTE Pathway:</b><br/>B1.1, B2.2, B1.3,<br/>B1.4, B3.1, B8.1,<br/>B8.2, B8.3, B8.4,<br/>B8.5, B9.4, B9.6,<br/>B9.8, B10.3, B12.1</p> |

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Blocker, Linda and Julia Hill. Culinary Math. Wiley, John & Sons, Incorporated, August 2007.

Gissle, Wayne. Professional Baking, 5<sup>th</sup> Edition, Wiley, John & Sons, Incorporated, March 2008.

Jones, Terri. Culinary Calculations: Simplified Math for Culinary Professionals, 2<sup>nd</sup> Edition. Wiley, John & Sons, Incorporated, September 2007.

Labensky, Sarah R. On Baking: A Textbook of Baking and Pastry Fundamentals. Prentice Hall, March, 2004.

Lynch, Francis T. The Book of Yields: Accuracy in Food Costing and Purchasing. 8<sup>th</sup> Edition. Wiley, John & Sons, Incorporated, September 2010.

Marriott, Norman G. Essentials of Food Sanitation, 3<sup>rd</sup> Edition. Springer-Verlag New York, LLC, November, 2007.

Reinhart, Peter. Bread Baker's Apprentice: Mastering the Art of Extraordinary Bread. Ten Speed Press, November 2001.

Sokol, Gail D. About Professional Baking. Cengage Learning, December 2005.

On Baking: Baking and Pastry Fundamentals, 2<sup>nd</sup> Edition. Prentice Hall, July 2008.

### **RESOURCES**

Employer Advisory Board members

CTE Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/hospptourrec.pdf>

International Council on Hotel, Restaurant, and Institutional Education (ICHRIE), 2613 N. Parham Rd., 2nd Floor, Richmond, VA 23294-4442. Phone: (804) 346-4800. Fax: (804) 346-5009.

National Restaurant Association Educational Foundation (NRAEF), 175 West Jackson Blvd., Suite 1500, Chicago, IL 60604-2702. Phone: (800) 765-2122.

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Shop instruction and application
- B. Lecture
- C. Demonstration/observation
- D. Independent reading
- E. Group discussion
- F. Written assignments
- G. Cooking and prep assignments
- H. Videos
- I. Field trips
- J. Individualized instruction

### **EVALUATION**

SECTION A – Orientation and Safety – Pass a written exam on first aid and emergency procedures with a score of 100%.

SECTION B – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION C – Weights and Measures – Pass all assignments and exams on weights and measures with a minimum score of 80% or higher.

SECTION D – Equipment – Pass all assignments and exams on equipment with a minimum score of 80% or higher.

SECTION E – Safety and Sanitation – Pass the safety exam with 100% accuracy.

SECTION F – Ingredients – Pass all assignments and exams on ingredients with a minimum score of 80% or higher.

SECTION G – Bread – Pass all assignments and exams on bread with a minimum score of 80% or higher.

SECTION H – Sweet Yeast Dough – Pass all assignments and exams on sweet yeast dough with a minimum score of 80% or higher.

SECTION I – Doughnut and Cruller – Pass all assignments and exams on doughnut and cruller with a minimum score of 80% or higher.

SECTION J – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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