

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

77-15-55

Culinary Arts: Baking/2

Credits: 5

Hours: 90

Course Description:

This competency-based course is the second in a sequence of two designed for culinary arts. It provides students with project-based learning experiences in the art and science of baking. Technical instruction includes an introduction and reviews of resource management, weights and measures, safety and sanitation and employability skills. Emphasis is placed on the ingredients and the preparatory, production and finishing techniques for pies, cookies and cakes. It also covers basic entrepreneurship. 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 successful completion of the Culinary Arts: Baking/1 (77-15-50) course.

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** 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.7-12

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
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>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.</p>	p. 14
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>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.</p> <p>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.</p>	Cover pp. 7-12
<p>EVALUATION PROCEDURES</p> <p>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.</p> <p>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.</p>	p. 14
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>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.</p>	Cover

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. (Direct alignment with WS 11-12.6)

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/2 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Review, apply, and evaluate classroom and workplace policies and safety procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Review classroom policies and procedures. 4. Review the different occupations in the Hospitality, Tourism, and Recreation Industry Sector which have an impact on the role of bakers. 5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in culinary arts. 6. Review the impact of Environmental Protection Agency (EPA) legislation on the Hospitality, Tourism, and Recreation Industry Sector practices. 7. Review and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to culinary arts. 8. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing bakers. 9. Review classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards. 10. Review how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees' rights as they apply to job safety b. employers' obligations as they apply to safety c. obtaining a tuberculosis screening test 11. Pass a quiz on first aid and emergency procedures with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.5 Career Planning and Management: 3.4, 3.5 Health and Safety: 6.1, 6.2, 6.3, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2</p> <p>CTE Pathway: B1.1, B1.2, B1.3, B1.4, B2.2, B2.3, B2.4, B3.6, B4.1, B4.2, B5.2</p>
<p>B. RESOURCE MANAGEMENT REVIEW</p> <p>Review, apply, and evaluate the resource management principles and techniques in culinary arts.</p>	<ol style="list-style-type: none"> 1. Review the definitions of the following: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Review the management of the following resources in the baking business: <ol style="list-style-type: none"> a. time b. materials c. personnel 	<p>Career Ready Practice: 1, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Career Planning and Management: 3.7 Health and Safety: 6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<ol style="list-style-type: none"> 3. List specific examples of effective management of the following resources in the baking business: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Evaluate the following benefits of effective resource management in the baking business: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Evaluate the economic benefits and liabilities of managing resources in an environmentally responsible way. 	Responsibility and Flexibility: 7.2, 7.6, 7.8 Ethics and Legal Responsibilities: 8.3, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.7 Demonstration and Application: 11.3 CTE Pathway: B2.3, B3.2, B4.1, B4.2, B4.4, B5.1, B5.2
C. WEIGHTS AND MEASUREMENTS REVIEW Review, apply, and evaluate the use of weights, baker's scale, and how to follow formulas.	<ol style="list-style-type: none"> 1. Review the practical applications of math in the baking industry. 2. Review and demonstrate problem-solving techniques involving whole number problems using arithmetic operations (addition, subtraction, multiplication, and division). 3. Review and demonstrate problem-solving techniques involving various fraction problems using arithmetic operations. 4. Review and demonstrate problem-solving techniques involving various decimal problems using addition, subtraction, multiplication, and division. 5. Review and demonstrate techniques for changing fractions to decimals. 6. Review and demonstrate techniques for changing decimals to fractions. 7. Review the English and metric systems of measuring length. 8. Review the English and metric systems of measuring weight. 9. Review the English and metric systems of measuring volume or capacity. 10. Review and demonstrate English and metric problem-solving techniques for various measuring problems using arithmetic operations. 11. Review and demonstrate English and metric measuring techniques of objects by using tools common to the industry. 12. Review metric units in ascending and descending powers of ten. 13. Review the English numbering system conversion to metric system. 	Career Ready Practice: 1, 5, 6, 7, 8, 9, 10, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 CTE Pathway: B5.3, B6.3, B7.3, B11.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	14. Review metric system conversion to English numbering system. 15. Review calculation of square roots of English numbers. 16. Review and demonstrate techniques for using a calculator. 17. Review and demonstrate techniques for using a baker's scale. 18. Review and demonstrate techniques for decreasing the quantities in a recipe. 19. Review and demonstrate techniques for increasing the quantities in a recipe.	
D. SAFETY AND SANITATION REVIEW Review, apply, and evaluate the use, maintenance, and storage techniques for commercial kitchen equipment.	1. Review the following: <ol style="list-style-type: none"> importance of good health for workers proper clothing and sanitation habits of workers performing basic steps in sterilization sound ergonomic principles in organizing one's workspace food safety systems, i.e. Hazard Analysis and Critical Control Point (HCCP) recognizing contaminated products favorable conditions for bacteria to reproduce controlling bacteria and their carriers danger zone for food dangers of tasting food suspected of being contaminated benefits of food dehydration. 2. Describe and demonstrate the following: <ol style="list-style-type: none"> operating, cleaning, and maintaining food processors/mixers operating, cleaning, and maintaining stovetops and ovens using, cleaning, and maintaining hand tools using and cleaning fryers using and cleaning cutlery using a fire extinguisher storing cooked and non-cooked food properly storing cleaning solutions and non-food items properly immediate treatment of burns immediate treatment of cuts 3. Pass safety test with 100% accuracy.	Career Ready Practice: 3, 5, 6, 7 CTE Anchor: Health and Safety: 6.3, 6.4, 6.6 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.3, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.6, 10.11 Demonstration and Application: 11.1 CTE Pathway: B2.1, B2.2, B 2.4, B3.1, B3.2, B3.3, B3.4, B3.6, B5.1, B5.2
E. PIE PRODUCTION Understand, apply, and evaluate the preparatory and finishing techniques for pie products.	1. Identify and describe the following: <ol style="list-style-type: none"> basic pie ingredients basic pie production tools and equipment 2. Describe the following: <ol style="list-style-type: none"> common pie faults, citing possible causes differences between pie dough and short dough 	Career Ready Practice: 1, 2, 11

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	3. Describe and demonstrate the following: <ol style="list-style-type: none"> a. mixing techniques for pie dough b. preparing fillings for pies c. pie make up d. pie baking e. proper merchandising of pie products 	CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.7, 10.9 Demonstration and Application: 11.1 CTE Pathway: B7.0, B7.1, B7.2, B7.3, B7.4, B7.5
F. COOKIE PRODUCTION Understand, apply, and evaluate the preparatory and finishing techniques for cookie production.	1. Identify and describe the following: <ol style="list-style-type: none"> a. basic cookie ingredients b. basic cookie production tools and equipment c. problems in cookie production 2. Identify and demonstrate the following: <ol style="list-style-type: none"> a. mixing of cookie dough b. make-up of dough c. garnishing of cookies d. baking techniques for a variety of cookies e. proper merchandising of cookie products 	Career Ready Practice: 1, 2, 11 CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.7, 10.9 Demonstration and Application: 11.1 CTE Pathway: B7.0, B7.1, B7.2, B7.3, B7.4, B7.5
(20 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>G. CAKE PRODUCTION</p> <p>Understand, apply, and evaluate the Workers' Compensation Insurance regulations pertaining to building construction and inspection.</p> <p>(25 hours)</p>	<ol style="list-style-type: none"> 1. Identify and describe the following: <ol style="list-style-type: none"> a. basic cake ingredients b. basic cake baking tools and equipment 2. Demonstrate the following: <ol style="list-style-type: none"> a. cake mixing b. proper scaling c. proper baking d. proper handling of cake products e. finishing cake products f. simple decorating techniques g. proper merchandising of cake products 	<p>Career Ready Practice: 1, 2, 11</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.7, 10.9 Demonstration and Application: 11.1</p> <p>CTE Pathway: B7.0, B7.1, B7.2, B7.3, B7.4, B7.5</p>
<p>H. EMPLOYABILITY SKILLS REVIEW</p> <p>Review, apply, and evaluate the employability skills required in culinary arts.</p>	<ol style="list-style-type: none"> 1. Review employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills 2. Update list of potential employers through traditional and internet sources. 3. Review the role of electronic social networking in job search. 4. Update sample résumés. 5. Review the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 7. Review the importance of enthusiasm on a job. 8. Review the importance of appropriate appearance on a job. 9. Review the importance of the continuous upgrading of job skills. 10. Review the importance of customer service as a method of building permanent relationships between the organization and the customer. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Demonstration and Application: 11.1</p> <p>CTE Pathway: B3.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> 11. Review and demonstrate appropriate interviewing techniques. 12. Review the informational materials and resources needed to be successful in an interview. 13. Review and demonstrate appropriate follow-up procedures 	
<p>H. ENTREPRENEURIAL SKILLS</p> <p>Review, apply, and evaluate the employability skills required in culinary arts.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define entrepreneurship. 2. Describe the contributions of entrepreneurs to the baking industry. 3. Describe the necessary characteristics of successful entrepreneurs. 4. Describe and evaluate the following variables necessary to become an entrepreneur in the baking industry: <ol style="list-style-type: none"> a. opportunities b. options c. resources d. Identify personal goals prior to opening a business. 5. Explain the purpose of a business plan. 6. Identify and evaluate sources of monetary investment in a business opportunity. 7. Develop a scenario depicting the student as the owner of a bakery. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.1 Leadership and Teamwork: 9.1, 9.3, 9.4 Demonstration and Application: 11.1</p> <p>CTE Pathway: B12.2, B12.3, B12.4, B12.5, B12.6</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, 5th Edition, Wiley, John & Sons, Incorporated, March 2008.

Jones, Terri. Culinary Calculations: Simplified Math for Culinary Professionals, 2nd 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. 8th Edition. Wiley, John & Sons, Incorporated, September 2010.

Marriott, Norman G. Essentials of Food Sanitation, 3rd 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, 2nd 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 – Introduction – Pass a written exam on first aid and emergency procedures with a score of 100%.

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

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

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

SECTION E – Pie Production – Pass all assignments and exams on pie production with a minimum score of 80% or higher.

SECTION F – Cookie Production – Pass all assignments and exams on cookie production with a minimum score of 80% or higher.

SECTION G – Cake Production – Pass all assignments and exams on cake production with a minimum score of 80% or higher.

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

SECTION I – Entrepreneurial Skills – Pass all assignments and exams on entrepreneurial skills with a minimum score of 80% or higher.

Statement for Civil Rights

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