

# Course Outline

Hospitality, Tourism and Recreation

REVISED: August/2017

**Job Title:**

Food Service Manager

**Career Pathway:**

Food Service and Hospitality

**Industry Sector:**

Hospitality, Tourism and Recreation

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

35-2012.00

**CBEDS Title:**

Food and Beverage Production and Preparation

**CBEDS No.:**

4421

**77-15-80**

## Culinary Arts: Catering

**Credits:** 15

**Hours:** 180

**Course Description:**

This competency-based course provides students with project-based learning experiences in catering. Technical instruction includes an orientation, safety and sanitation, weights and measures, tools and equipment, food garnishing and presentation, cooking techniques, ingredients, resource management, budget expense and control, employability skills and labor management. Emphasis is placed on the preparatory and presentation techniques used for the following: meats including seafood; cheese; eggs; vegetables; grains; herbs; fruit; salad dressings, dips, spreads and marinades; stocks and soups; sauces; patés and terrines; condiments, nuts, seeds, olives, pickles and relishes; milk and soy products; and pasta. It also covers the preparatory and presentation techniques used for vegetarian dishes, sandwiches, hors d'oeuvres, and breakfast. 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 another course from the Culinary Arts sequence.

**NOTE:** For Perkins purposes this course has been designated as a **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**

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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**

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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. 7-21

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. 23-24

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 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: Catering Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</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>(2 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 chefs.</li> <li>5. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in culinary arts.</li> <li>6. Describe and evaluate the impact of Environmental Protection Agency (EPA) legislation on the Hospitality, Tourism, and Recreation Industry Sector practices.</li> <li>7. Describe 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 chefs.</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> 1, 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Career Planning and Management: 3.4 Health and Safety: 6.1, 6.7</p> <p><b>CTE Pathway:</b> B2.3, B2.4, B5.4</p>
<p>B. SAFETY AND SANITATION</p> <p>Understand, apply, and evaluate the safe and sanitary use of commercial kitchen equipment and utensils.</p>	<ol style="list-style-type: none"> <li>1. Define the following:             <ol style="list-style-type: none"> <li>a. contamination</li> <li>b. bacteria                 <ol style="list-style-type: none"> <li>i. streptococcus</li> <li>ii. salmonella</li> <li>iii. clostridium botulinum</li> </ol> </li> <li>c. botulism</li> <li>d. sterilization</li> <li>e. food dehydration</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>2. Describe and demonstrate 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. importance of good health for workers</li> <li>g. proper clothing and sanitation habits of workers</li> <li>h. performing basic steps in sterilization</li> <li>i. sound ergonomic principles in organizing one’s workspace</li> <li>j. recognizing contaminated products</li> <li>k. favorable conditions for bacteria to reproduce</li> <li>l. controlling bacteria and their carriers</li> <li>m. danger zone for food</li> <li>n. dangers of tasting food suspected of being contaminated</li> <li>o. benefits of food dehydration</li> </ol> </li> <li>3. Pass the safety test with 100% accuracy.</li> </ol>	<p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.1, B2.2, B3.1, B3.3, B3.4</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 catering industry.</li> <li>2. 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 arithmetic operations.</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 and metric systems of measuring length.</li> <li>8. Describe the English and metric systems of measuring weight.</li> <li>9. Describe the English and metric systems of measuring volume or capacity.</li> <li>10. Demonstrate English and metric problem-solving techniques for various measuring problems using arithmetic operations.</li> <li>11. 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> <li>13. Convert the English numbering system to metric system.</li> <li>14. Convert metric system to English numbering system.</li> <li>15. Calculate square roots of English numbers.</li> <li>16. Describe and demonstrate techniques for using a calculator.</li> <li>17. Demonstrate techniques for using a baker’s scale.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b></p> <p>Academics: 1.0</p> <p>Communications: 2.5</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B5.3, B6.3, B7.3, B11.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	18. Describe and demonstrate techniques for decreasing the quantities in a recipe. 19. Describe and demonstrate techniques for increasing the quantities in a recipe.	
<b>D. TOOLS AND EQUIPMENT</b>  Understand, apply, and evaluate the operational techniques used for commercial kitchen and cooking tools and equipment.	1. Identify the features and functions of the following kitchen and cooking equipment: <ol style="list-style-type: none"> <li>stove tops and ovens</li> <li>cooking equipment specific to regional cuisine (e.g., wok, etc.)</li> <li>processing equipment</li> <li>holding and storage equipment</li> <li>pots, pans, and containers</li> <li>various types of measuring devices</li> <li>cutlery</li> <li>hand tools and other small equipment</li> </ol> 2. Explain and demonstrate the proper use of the following: <ol style="list-style-type: none"> <li>stove tops and ovens</li> <li>cooking equipment specific to regional cuisine (e.g., wok, etc.)</li> <li>processing equipment</li> <li>holding and storage equipment</li> <li>pots, pans, and containers</li> <li>various types of measuring devices</li> <li>cutlery</li> <li>hand tools and other small equipment</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 10  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.1, B6.2
<b>E. FOOD GARNISHING AND PRESENTATION</b>  Understand, apply, and evaluate the presentation and garnishing techniques used in catering.	1. Define the following: <ol style="list-style-type: none"> <li>garnishes</li> <li>ambiance</li> <li>flatware</li> <li>catering</li> </ol> 2. Explain the importance of the following: <ol style="list-style-type: none"> <li>appearance/theme/ambiance</li> <li>buffet arrangement and appearance</li> <li>type of service for a specific budget</li> <li>style of service for a specific appearance/theme/ambiance</li> <li>customer service</li> <li>maintenance of dining areas</li> </ol> 3. Describe and demonstrate the following: <ol style="list-style-type: none"> <li>creating a menu based on the number of guests and budget</li> <li>creating menus, signs, and place cards using computers</li> <li>creating the desired theme or ambiance</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 10  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>d. arranging a table for an occasion, including linens and flatware</li> <li>e. cold platter presentation for buffets</li> <li>f. hot food presentation for buffets</li> <li>g. fundamentals of plating food</li> </ul>	<p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.6</p>
<p>F. COOKING TECHNIQUES</p> <p>Understand, apply, and evaluate the basic techniques of cooking and how they are used in preparing food.</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ul style="list-style-type: none"> <li>a. baking</li> <li>b. beating</li> <li>c. blanching</li> <li>d. broiling</li> <li>e. deep-frying</li> <li>f. deglazing a pan</li> <li>g. dredging with flour</li> <li>h. folding</li> <li>i. grilling</li> <li>j. making batters</li> <li>k. marinating</li> <li>l. precooking</li> <li>m. poaching</li> <li>n. roasting</li> <li>o. sautéing</li> <li>p. steaming</li> <li>q. stir-frying</li> <li>r. whisking</li> <li>s. mise-en-place</li> </ul> </li> <li>2. Explain the importance of the following: <ul style="list-style-type: none"> <li>a. planning and organizing for food preparation</li> <li>b. preparation for set meal service and extended meal</li> <li>c. having everything ready before starting (mise-en-place)</li> </ul> </li> <li>3. Demonstrate the following techniques: <ul style="list-style-type: none"> <li>a. rough prep</li> <li>b. using knives</li> <li>c. different cuts and shapes</li> <li>d. blanching and precooking</li> <li>e. marinating</li> <li>f. dredging with flour</li> <li>g. making batters</li> <li>h. deglazing a pan</li> <li>i. folding, whisking, and beating</li> <li>j. food cleaning</li> <li>k. poaching</li> <li>l. broiling</li> <li>m. baking</li> <li>n. steaming</li> <li>o. grilling</li> <li>p. sautéing</li> <li>q. deep-frying</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B7.1, B7.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ul style="list-style-type: none"> <li>r. roasting</li> <li>s. using a wok (stir-frying)</li> <li>t. re-heating in the best way</li> <li>u. "holding" of a cooked food</li> </ul>	
<p>G. INGREDIENTS</p> <p>Understand and evaluate the importance of ingredient selection in food preparation.</p> <p>(2 hours)</p>	<ul style="list-style-type: none"> <li>1. Describe how various methods of cooking change ingredients.</li> <li>2. Describe how each ingredient affects the formula.</li> <li>3. Identify cultural differences with regard to ingredients.</li> </ul>	<p><b>Career Ready Practice:</b> 2, 9</p> <p><b>CTE Anchor:</b> Communications: 2.5 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B6.5</p>
<p>H. MEATS, INCLUDING SEAFOOD</p> <p>Understand, apply, and evaluate the preparatory, cooking, and presentation techniques used for meats, including seafood.</p> <p>(10 hours)</p>	<ul style="list-style-type: none"> <li>1. Identify the following: <ul style="list-style-type: none"> <li>a. various types of meats and seafood</li> <li>b. best methods for cooking various types of meats and seafood</li> <li>c. cuts of meats</li> <li>d. preparation and storage techniques for meat and seafood</li> </ul> </li> <li>2. Define the following: <ul style="list-style-type: none"> <li>a. boning</li> <li>b. carving</li> <li>c. deboning</li> <li>d. filleting</li> </ul> </li> <li>3. Demonstrate the following: <ul style="list-style-type: none"> <li>a. using meat and seafood in menu planning</li> <li>b. purchasing good quality meat and seafood</li> <li>c. boning/carving</li> <li>d. opening shellfish</li> <li>e. filleting and deboning</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. CHEESE</p> <p>Understand, apply, and evaluate the preparatory, cooking, and presentation techniques used for cheeses.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types/classifications of cheese</li> <li>b. best uses for various types of cheese</li> <li>c. best use of cheese in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using cheese in menu planning</li> <li>b. purchasing good quality cheese</li> <li>c. preparing cheese</li> <li>d. presenting and displaying cheese</li> <li>e. storing cheese</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2</p>
<p>J. EGGS</p> <p>Understand, apply, and evaluate the grading, handling, cooking, and presentation techniques used for eggs.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. methods of cooking eggs</li> <li>b. best use of eggs in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using eggs in menu planning</li> <li>b. purchasing grade quality eggs</li> <li>c. preparing eggs, including making an omelet</li> <li>d. presenting and displaying eggs</li> <li>e. storing eggs</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. VEGETABLES</p> <p>Understand, apply, and evaluate the preparatory, cooking, and presentation techniques used for vegetables.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types of vegetables</li> <li>b. best uses for various types of vegetables</li> <li>c. best use of vegetables in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using vegetables in menu planning</li> <li>b. purchasing vegetables</li> <li>c. cutting and paring vegetables</li> <li>d. best methods of cooking vegetables</li> <li>e. presenting and displaying vegetables</li> <li>f. storing vegetables</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2</p>
<p>L. GRAINS</p> <p>Understand, apply, and evaluate the preparatory, cooking, and presentation techniques used for grains.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types of grains</li> <li>b. best uses for various types of grains</li> <li>c. best uses of grains in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using grains in menu planning</li> <li>b. purchasing grains</li> <li>c. best methods of preparing grains, including batters, doughs, and mixes</li> <li>d. storing grains</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>M. HERBS</p> <p>Understand, apply, and evaluate the preparatory, cooking, and presentation techniques used for herbs.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types of herbs</li> <li>b. best uses for various types of herbs</li> <li>c. best uses of herbs in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using herbs in menu planning</li> <li>b. purchasing herbs</li> <li>c. preparing herbs</li> <li>d. presenting and displaying herbs</li> <li>e. storing herbs</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2</p>
<p>N. FRUIT</p> <p>Understand, apply, and evaluate the preparatory, cooking, and presentation techniques used for fruit.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types of fruit</li> <li>b. best uses for various types of fruit especially those “in season”</li> <li>c. best uses of fruit in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using fruit in menu planning</li> <li>b. purchasing good quality fruit</li> <li>c. handling, cutting, and paring fruit</li> <li>d. presenting and displaying fruit</li> <li>e. storing fruit</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>O. SALAD DRESSINGS, DIPS, SPREADS, AND MARINADES</p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for dressings, dips, spreads, and marinades.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. salad dressing</li> <li>b. dip</li> <li>c. spread</li> <li>d. marinade</li> </ol> </li> <li>2. Identify the following:               <ol style="list-style-type: none"> <li>a. types of dressings, dips, spreads, and marinades</li> <li>b. best uses for various types of dressings, dips, spreads, and marinades</li> <li>c. best use of dressings, dips, spreads, and marinades in menus</li> </ol> </li> <li>3. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using dressings, dips, spreads, and marinades in menu planning</li> <li>b. preparing dressings, dips, spreads, and marinades</li> <li>c. presenting and displaying dressings, dips, spreads, and marinades</li> <li>d. storing dressings, dips, spreads, and marinades</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3</p>
<p>P. STOCKS AND SOUPS</p> <p>Understand, apply, and evaluate the preparatory and cooking techniques used for stocks and soups.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. stocks</li> <li>b. soups</li> </ol> </li> <li>2. Identify the following:               <ol style="list-style-type: none"> <li>a. types of stocks and soups</li> <li>b. best uses for various types of stocks and soups</li> <li>c. best use of stocks and soups in menus</li> </ol> </li> <li>3. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using stocks and soups in menu planning</li> <li>b. preparing soups from standard stock</li> <li>c. presenting and displaying soups</li> <li>d. storing stocks and soups</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Q. SAUCES</p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for sauces.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Define sauce.</li> <li>2. Identify the following: <ol style="list-style-type: none"> <li>a. types of sauces</li> <li>b. best uses for various types of sauces</li> <li>c. best use of sauces in menus</li> </ol> </li> <li>3. Demonstrate the following: <ol style="list-style-type: none"> <li>a. using sauces in menu planning</li> <li>b. preparing sauces</li> <li>c. presenting and displaying sauces</li> <li>d. storing sauces</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3</p>
<p>R. PATÉS AND TERRINES</p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for patés and terrines.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. patés</li> <li>b. terrines</li> </ol> </li> <li>2. Identify the best use of patés and terrines in menus.</li> <li>3. Demonstrate the following: <ol style="list-style-type: none"> <li>a. using patés and terrines in menu planning</li> <li>b. preparing patés and terrines</li> <li>c. presenting and displaying patés and terrines</li> <li>d. storing patés and terrines</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>S. <b>CONDIMENTS, NUTS, SEEDS, OLIVES, PICKLES, AND RELISHES</b></p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for condiments.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types of condiments</li> <li>b. best uses for various types of condiments</li> <li>c. best use of condiments in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using condiments in menu planning</li> <li>b. purchasing condiments</li> <li>c. preparing condiments</li> <li>d. presenting and displaying condiments</li> <li>e. storing condiments</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2, B6.3</p>
<p>T. <b>MILK AND SOY PRODUCTS</b></p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for milk and soy products.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. milk</li> <li>b. cream</li> <li>c. sour cream (<i>crème fraiche</i>)</li> <li>d. soy</li> </ol> </li> <li>2. Identify the following:               <ol style="list-style-type: none"> <li>a. types of milk and soy products</li> <li>b. best uses for various milk and soy products</li> <li>c. best use of milk and soy products in menus</li> </ol> </li> <li>3. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using milk and soy products in menu planning</li> <li>b. purchasing milk and soy products</li> <li>c. preparing milk and soy products</li> <li>d. presenting and displaying milk and soy products</li> <li>e. storing milk and soy products</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2, B6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>U. PASTA</p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for pasta.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types of pasta</li> <li>b. types of pasta fillings</li> <li>c. best uses for various types of pasta including filled pasta</li> <li>d. best use of pasta dough and filled pasta in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using pasta and filled pasta in menu planning</li> <li>b. purchasing pasta</li> <li>c. preparing pasta dough and fillings</li> <li>d. presenting and displaying pasta and filled pasta</li> <li>e. storing pasta and filled pasta</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2, B6.3</p>
<p>V. VEGETARIAN MENUS</p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for meatless dishes.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. types of meatless diets (such as ovo/lacto and vegan)</li> <li>b. best use of meatless dishes in menus</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. using meatless dishes in menu planning</li> <li>b. storing meatless dishes</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>W. SANDWICHES AND HORS D'OEUVRES</p> <p>Understand, apply, and evaluate the preparatory and presentation techniques used for sandwiches and hors d'oeuvres</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. sandwiches</li> <li>b. hors d'oeuvres</li> <li>c. canapés</li> </ol> </li> <li>2. Identify the following:               <ol style="list-style-type: none"> <li>a. best uses for various types of sandwiches, hors d'oeuvres, and canapés</li> <li>b. best use of sandwiches, hors d'oeuvres, and canapés in menus</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.5</p>
<p>X. BREAKFAST</p> <p>Understand, apply, and evaluate the preparatory techniques used for breakfast, coffee, and tea.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the various methods of cooking eggs.</li> <li>2. Identify the following:               <ol style="list-style-type: none"> <li>a. types of breakfast breads and cereals</li> <li>b. types of breakfast meats</li> </ol> </li> <li>3. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. purchasing eggs, breakfast breads, cereals, meats, coffee, and tea</li> <li>b. preparing eggs, breakfast breads, cereals, meats, coffee, and tea</li> <li>c. presenting and displaying eggs, breakfast breads, cereals, meats, coffee, and tea</li> <li>d. storing eggs, breakfast breads, cereals, meats, coffee, and tea</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2, B6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Y. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the preparatory, cooking, and presentation techniques used for vegetables.</p> <p>(2 hours)</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 catering 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 catering 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 catering 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> 2, 12</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Responsibility and Flexibility: 7.1 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B4.1, B4.4</p>
<p>Z. BUDGET EXPENSE AND CONTROL</p> <p>Understand, apply, and evaluate budget policies and procedures required in catering.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. comparing vendor bills to order form</li> <li>b. comparing vendor costs</li> <li>c. analysis of daily receipts</li> <li>d. comparing daily receipts with daily sales</li> <li>e. evaluation of costs and comparing them with predetermined budget</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B11.2, B11.4, B11.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>AA. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in culinary arts.</p> <p>(5 hours)</p>	<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> </ol> </li> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Describe the role of electronic social networking in job searches.</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 the continuous upgrading of job skills.</li> <li>10. Identify 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><b>Career Ready Practice:</b> 2, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B12.1, B12.5</p>
<p>BB. LABOR MANAGEMENT</p> <p>Understand, apply, and evaluate the labor management policies and procedures required in catering.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Explain the importance of the following:               <ol style="list-style-type: none"> <li>a. analysis of labor needs</li> <li>b. work schedule modification and adjustments based on needs</li> <li>c. relationship of labor schedule with customer flow, events scheduled, and revenue income</li> <li>d. methods of recruiting appropriate applicants</li> <li>e. identification of computer applications for labor and business management</li> <li>f. establishing proper disciplinary procedures</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. generating a weekly work schedule</li> <li>b. modifying and adjusting work schedule based on needs</li> <li>c. interviewing techniques used for employment candidates</li> <li>d. asking for the required information in application packets</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B2.3, B4.1</p>

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

### **TEXTBOOKS**

Blocker, Linda and Julia Hill. Culinary Math. Wiley, John & Sons, Incorporated, January 2005.

Hansen, Bill and Chris Thomas. Off-Premise Catering Management, 3<sup>rd</sup> Edition. Wiley, John & Sons, Incorporated, November 2006.

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

Mattel, Bruce and The Culinary Institute of America. Catering: A Guide to Managing a Successful Business Operation. John, Wiley & Sons, Incorporated, February 2008.

Scanlon, Nancy Loman. Catering Management, 3<sup>rd</sup> Edition. Wiley, John & Sons, Incorporated, November 2006.

### **RESOURCES**

Employer Advisory Board members

CTE Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/hosptourrec.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 – Pass a written exam on first aid and emergency procedures with a score of 100%.

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

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

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

SECTION E – Food Garnishing and Presentation – Pass all assignments and exams on food garnishing and presentation with a minimum score of 80% or higher.

SECTION F – Cooking Techniques – Pass all assignments and exams on cooking techniques with a minimum score of 80% or higher.

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

SECTION H – Meats, Including Seafood – Pass all assignments and exams on meats, including seafood with a minimum score of 80% or higher.

SECTION I – Cheese – Pass all assignments and exams on cheese with a minimum score of 80% or higher.

SECTION J – Eggs – Pass all assignments and exams on eggs with a minimum score of 80% or higher.

SECTION K – Vegetables – Pass all assignments and exams on vegetables with a minimum score of 80% or higher.

SECTION L – Grains – Pass all assignments and exams on grains with a minimum score of 80% or higher.

SECTION M – Herbs – Pass all assignments and exams on herbs with a minimum score of 80% or higher.

SECTION N – Fruit – Pass all assignments and exams on fruit with a minimum score of 80% or higher.

SECTION O – Salad Dressings, Dips, Spreads, and Marinades – Pass all assignments and exams on salad dressings, dips, spreads, and marinades with a minimum score of 80% or higher.

SECTION P – Stocks and Soups – Pass all assignments and exams on stocks and soups with a minimum score of 80% or higher.

SECTION Q – Sauces – Pass all assignments and exams on sauces with a minimum score of 80% or higher.

SECTION R – Patés and Terrines – Pass all assignments and exams on patés and terrines with a minimum score of 80% or higher.

SECTION S – Condiments, Nuts, Seeds, Olives, Pickles, and Relishes – Pass all assignments and exams on condiments, nuts, seeds, olives, pickles, and relishes with a minimum score of 80% or higher.

SECTION T – Milk and Soy Products – Pass all assignments and exams on milk and soy products with a minimum score of 80% or higher.

SECTION U – Pasta – Pass all assignments and exams on pasta with a minimum score of 80% or higher.

SECTION V – Vegetarian Menus – Pass all assignments and exams on vegetarian menus with a minimum score of 80% or higher.

SECTION W – Sandwiches and Hors D’oeuvres – Pass all assignments and exams on sandwiches and hors d’oeuvres with a minimum score of 80% or higher.

SECTION X – Breakfast – Pass all assignments and exams on breakfast with a minimum score of 80% or higher.

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

SECTION Z – Budget Expense and Control – Pass all assignments and exams on budget expense and control with a minimum score of 80% or higher.

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

SECTION BB – Labor Management – Pass all assignments and exams on labor management 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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