

Course Outline

Hospitality, Tourism and Recreation

REVISED: August/2017

Job Title:

Cook

78-50-90

Career Pathway:

Food Service and Hospitality

Cook Trainee

Industry Sector:

Hospitality, Tourism and Recreation

Credits: 30

Hours: 400

O*NET-SOC CODE:

35.2014.00

Course Description:

This competency-based course develops entry-level skills to enable a student to qualify as an institutional or restaurant apprentice cook. Students are exposed to "prep" cooking, presentation, and storage in various food categories; correct use and care of kitchen tools and equipment; sanitation and food handling techniques, with hands-on procedures and classroom theory. 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.

CBEDS Title:

Food and Beverage Production and Preparation

Prerequisites:

Enrollment requires a 6.0 reading level or higher as measured by the TABE D 9/10 and math skills equivalent to Math 2 (53-03-76) course.

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.

CBEDS No.:

4421



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. 7-17

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. 19

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. 7-17

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. 19-20

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 Cook Trainee Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand course objectives, culinary vocabulary, and career opportunities.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe class procedures and policies. 2. Identify course objectives. 3. Define culinary terms. 4. List career opportunities available upon completion of the course. 5. Describe organization of the modern kitchen. 6. Describe the standard of professionalism that food service personnel must maintain. 7. Describe the use of internet for researching ethnic menus and exotic recipes. 	<p>Career Ready Practice: 1, 2, 3, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4 Health and Safety: 6.2 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B3.6</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"> 1. Demonstrate safe use of grill. 2. Demonstrate safe use of food processors/mixers. 3. Demonstrate safe use of stovetops and ovens. 4. Demonstrate safe use of fryer. 5. Demonstrate safe use of cutlery. 6. Demonstrate safe use of hand tools. 7. Demonstrate how to clean various pieces of kitchen equipment safely. 8. Describe various fire extinguishing techniques. 9. Describe immediate treatment of burns. 10. Describe immediate treatment of cuts. 11. Describe ServSafe® certification in the food service industry. 12. Describe how to prevent cross-contamination. 13. Explain the importance of good health for workers. 14. Describe proper clothing and sanitation habits of workers. 	<p>Career Ready Practice: 1, 2, 7, 8, 9</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3 Responsibility and Flexibility: 7.2, 7.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(35 hours)	<ol style="list-style-type: none"> 15. Differentiate among the four groups of microorganisms. 16. Perform basic steps in sterilization/sanitation. 17. Compare streptococcus, salmonella, and botulism. 18. Explain food dehydration. 19. Explain favorable conditions for bacteria to reproduce. 20. Describe the danger zone for food. 21. Describe the dangers of tasting food suspected of containing food-borne pathogens. 22. Store cooked and non-cooked food properly. 23. Store cleaning solutions and non-food items properly. 24. Pass safety and sanitation test with 100% accuracy. 25. Describe the importance of food safety systems, i.e., Hazard Analysis and Critical Control Point (HACCP). 	<p>Ethics and Legal Responsibilities: 8.3</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B2.1, B2.2, B 3.3, B3.5, B3.6</p>
<p>C. TOOLS AND EQUIPMENT</p> <p>Understand the use of tools and equipment found in a commercial kitchen.</p> <p>(24 hours)</p>	<ol style="list-style-type: none"> 1. Describe cooking equipment. 2. Describe processing equipment. 3. Describe holding and storage equipment. 4. Describe pots, pans, and containers. 5. Demonstrate the use of various types of measuring devices. 6. Demonstrate knives, hand tools, and small equipment. 	<p>Career Ready Practice: 1, 2, 7</p> <p>CTE Anchor: Communications: 2.5 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.1, B5.2</p>
<p>D. WEIGHTS AND MEASURES</p> <p>Measure and weigh foods and follow recipes.</p>	<ol style="list-style-type: none"> 1. Perform portion control. 2. Describe weight and volume measurements used in recipes/formulas. 3. Compute recipe modification. 4. Demonstrate knowledge and use of measuring devices. 5. Differentiate between liquid and dry measurement tools and equipment. 6. Increase and decrease quantities in a recipe. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(24 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 CTE Pathway: B6.1, B6.2, B6.3
E. INGREDIENTS Understand the role of ingredients in food preparation. (2 hours)	<ol style="list-style-type: none"> 1. Describe how various methods of cooking change ingredients. 2. Describe how each ingredient affects the formula. 3. Identify cultural differences with regard to ingredients. 	Career Ready Practice: 1, 2 CTE Anchor: Communications: 2.5 Leadership and Teamwork: 9.6 Technical knowledge And Skills: 10.1 CTE Pathway: B6.3
F. METHODS OF COOKING Perform various cooking methods and techniques.	<ol style="list-style-type: none"> 1. Identify utensils used in cooking and baking. 2. Demonstrate poaching. 3. Demonstrate broiling. 4. Demonstrate baking. 5. Demonstrate steaming. 6. Demonstrate grilling. 7. Demonstrate sautéing. 8. Demonstrate deep-frying. 9. Demonstrate roasting. 10. Demonstrate use of wok (stir-frying). 11. Demonstrate re-heating in the best way. 12. Demonstrate “holding” of a cooked food. 	Career Ready Practice: 1, 2, 10 CTE Anchor: Academics: 1 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(18 hours)		Demonstration and Application: 11.1 CTE Pathway: B7.1, B7.3
G. TECHNIQUES OF COOKING Understand the basic techniques of cooking and how they are used in preparing food.	<ol style="list-style-type: none"> 1. Describe planning and organizing for food preparation. 2. Describe preparation for set meal service and extended meal. 3. Describe the importance of having everything ready before starting (mise-en-place). 4. Demonstrate rough prep. 5. Demonstrate using knives. 6. Demonstrate cuts and shapes. 7. Demonstrate blanching and precooking. 8. Demonstrate marinating. 9. Demonstrate dredging with flour. 10. Demonstrate batters. 11. Demonstrate deglazing a pan. 12. Perform folding, whisking, and beating. 13. Demonstrate food cleaning. 	Career Ready Practice: 1, 2, 7 CTE Anchor: Communications: 2.5 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1 CTE Pathway: B6.5, B7.1, B7.3
H. MEATS, INCLUDING SEAFOOD Prepare, handle, and cook meats, including seafood.	<ol style="list-style-type: none"> 1. Identify various types of meats. 2. Describe the best methods for cooking various types of meats. 3. Explain cuts of meats. 4. Demonstrate boning/carving. 5. Demonstrate use of meat in menu planning. 6. Explain purchasing good quality meat. 7. Demonstrate opening shellfish. 8. Perform filleting and deboning. 9. Describe preparation and storage of meat. 	Career Ready Practice: 1, 2, 5, 9, 12 CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(60 hours)		CTE Pathway: B6.3, B10.3
<p>I. FRUIT</p> <p>Use fruit in cooking and presentation.</p>	<ol style="list-style-type: none"> 1. Identify types of fruit. 2. Demonstrate knowledge of fruits “in-season.” 3. Demonstrate knowledge of choosing good quality fruit. 4. Use fruit in menu planning. 5. Describe storing, handling, and display of fruit. 	<p>Career Ready Practice: 1, 2, 10</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: B10.3</p>
<p>J. VEGETABLES</p> <p>Understand how to prepare, cook, handle, and store vegetables.</p>	<ol style="list-style-type: none"> 1. Identify types of vegetables. 2. Describe uses of uncommon vegetables. 3. Cut and pare vegetables. 4. Demonstrate knowledge of purchasing vegetables. 5. Demonstrate knowledge of storing vegetables. 6. Present and display vegetables. 7. Identify the best methods of cooking vegetables. 8. Demonstrate the best uses for vegetables in menu planning. 	<p>Career Ready Practice: 1, 2, 10, 11</p> <p>CTA Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1 CTE Pathway: B6.2
K. SALAD DRESSINGS, DIPS, SPREADS, AND MARINADES Know how to create and use dressings, dips, spreads, and marinades.	<ol style="list-style-type: none"> 1. Create dips and spreads. 2. Demonstrate knowledge of dressings. 3. Create dressings. 4. Demonstrate knowledge of the use of marinades. 5. Create marinades. 	Career Ready Practice: 1, 7, 10 CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1 CTE Pathway: B6.3
L. STOCKS AND SOUPS Make and use stocks and prepare soups from stock.	<ol style="list-style-type: none"> 1. Create standard stocks. 2. Demonstrate knowledge of how to use stocks. 3. Prepare soups from stock. 	Career Ready Practice: 1, 7, 10 CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)		Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1 CTE Pathway: B6.3
M. SAUCES Understand various procedures of making sauces.	<ol style="list-style-type: none"> 1. Demonstrate knowledge of various types of sauces. 2. Create standard sauces. 3. Explain the importance of sauces to most cuisines. 	Career Ready Practice: 1, 2, 7, 10 CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1 CTE Pathway: B6.3
(12 hours) N. MILK PRODUCTS/SOY Use milk, cream, sour cream (<i>crème fraiche</i>) in cooking.	<ol style="list-style-type: none"> 1. Differentiate among various milk and soy products. 2. Use milk/soy products in standard recipes. 3. Explain how to store milk/soy products. 	Career Ready Practice: 1, 2, 7, 10

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		<p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p>
<p>O. GRAINS AND PASTA</p> <p>Understand uses for grains and pasta and their role in cooking.</p> <p>(18 hours)</p>	<ol style="list-style-type: none"> 1. Identify types of grains and pasta. 2. Describe the best uses for grains and pasta in menu planning. 3. Present and display different types of grains. 4. Demonstrate how to cook pasta. 5. Demonstrate knowledge of batters, doughs, and mixes. 	<p>Career Ready Practice: 1, 2, 7, 10</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: B6.3, B10.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>P. SANDWICHES AND HORS D'OEUVRES</p> <p>Understand, how to prepare hot and cold sandwiches and hors d'oeuvres to order</p> <p>(24 hours)</p>	<ol style="list-style-type: none"> 1. Describe how to make hors d'oeuvres. 2. Describe how to make canapés. 3. Describe how to make relishes. 4. Describe how to make dips. 5. Identify types and uses for condiments. 6. Demonstrate the ability to prepare condiments. 7. Store condiments properly. 8. Prepare hot and cold sandwiches. 	<p>Career Ready Practice: 1, 2, 7, 10</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: B6.3, B6.5</p>
<p>Q. BREAKFAST PREPARATIONS, DAIRY PRODUCTS, COFFEE, AND TEA</p> <p>Understand breakfast cookery and beverages.</p>	<ol style="list-style-type: none"> 1. Identify methods of cooking eggs. 2. Describe various methods of cooking eggs. 3. Describe the use of breakfast breads, cereals, and meats. 4. Describe how to cook French toast. 5. Describe cereals. 6. Describe breakfast meats. 7. Describe coffee. 	<p>Career Ready Practice: 1, 2, 10</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(24 hours)		CTE Pathway: B6.3
<p>R. CATERING, FOOD PRESENTATION, AND GARNISHING</p> <p>Understand, apply, and evaluate the presentation and garnishing techniques used in catering.</p>	<ol style="list-style-type: none"> 1. Describe how to create a menu. 2. Describe theme/ambiance. 3. Describe how to arrange a table for an occasion, including linens and flatware. 4. Describe hot food presentation. 5. Describe the importance of appearance. 6. Describe the fundamentals of plating food. 7. Describe garnishes. 8. Describe cold food presentation and buffet service. 9. Describe buffet arrangement and appearance. 10. Describe cold platter presentation. 11. Describe hot foods for buffets. 12. Describe catering. 13. Describe the type of service. 14. Describe the style of service. 15. Describe customer service. 16. Describe maintenance of dining areas. 17. Describe how to create menus, signs, and place cards using computers. 	<p>Career Ready Practice: 1, 2, 10</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B6.6, B10.3</p>
<p>S. PASTRY CHEF</p> <p>Understand the importance of learning to bake.</p>	<ol style="list-style-type: none"> 1. Describe procedures and techniques for the preparation, decoration, and icing of baked goods and desserts. 2. Describe basic principles of baking. 3. Describe formulas and measurements. 4. Describe mixing and gluten development. 5. Describe basic bakeshop production. 6. Describe a plan for the production of pastry according to the specified menu. 7. Describe fashioning table and pastry decorations such as statuary and ornaments from icings, using a cream bag, spatula, and various decorating tools. 	<p>Career Ready Practice: 1, 2, 10</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.3</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, 3rd Edition. Wiley, John & Sons, Incorporated, November 2006.

Jones, Terri. Culinary Calculations: Simplified Math for Culinary Professionals, 2nd 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, 3rd 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 – Introduction – Pass all assignments and exams on introduction with a minimum score of 80% or higher.

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

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

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

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

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

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

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

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

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

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

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

SECTION P – Sandwiches and Hors D'Oeuvres – Pass all assignments and exams on stocks and hors d'oeuvres with a minimum score of 80% or higher.

SECTION Q – Breakfast Preparations, Dairy Products, Coffee, and Tea – Pass all assignments and exams on breakfast preparations, dairy products, coffee, and tea with a minimum score of 80% or higher.

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

SECTION S – Pastry Chef – Pass all assignments and exams on pastry chef with a minimum score of 80% or higher.

SECTION T –Employability Skills – Pass all assignments and exams on employability 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.
