

Culinary Arts 1

8275 36 weeks / 280 hours

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Office of Career, Technical, and Adult Education
Virginia Department of Education

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Course Description

Suggested Grade Level: 10 or 11

Culinary Arts I provides students with a foundational understanding of the food service industry and opportunities to build technical skills in food preparation and service. Students examine basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications.

Recommended prerequisite: Introduction to Culinary Arts 8249 / 8250

As noted in [Superintendent's Memo #058-17 \(2-28-2017\)](#), this Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. The 2016-2018 biennial budget waiver of the teacher-to-pupil ratio staffing requirement does not apply.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential

- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

8275	Tasks/Competencies
⊕	Analyze the meaning of work and the meaning of family.
⊕	Compare how families affect work life and how work life affects families.
⊕	Analyze the meaning of work and the meaning of family.
⊕	Explore the history of culinary arts.
⊕	Describe the role of food and foodways in the history of Virginia.
⊕	Identify the duties and responsibilities of each member of the classical kitchen brigade.
⊕	Investigate careers in the culinary arts and hospitality industries.
⊕	Implement kitchen safety procedures.
⊕	Explain safety data sheets (SDS).
⊕	Describe safety hazards in food service operations.
⊕	Demonstrate the use of cleaners and sanitizers.
⊕	Explain the classes of fires and the method of extinguishing each.
⊕	Describe professional knife safety.
⊕	List the regulatory agencies, laws, and regulations that govern safety in the food service environment.
⊕	Identify microorganisms related to food contamination.
⊕	Identify food-borne illnesses, including their causes and symptoms.
⊕	Explain factors that make foods potentially hazardous.
⊕	Explain safe food handling, production, storage, and service procedures.
⊕	Identify personal hygiene and health practices.
⊕	Identify common food allergies.
⊕	Complete a daily sanitation inspection.
⊕	Follow a schedule and standard procedures for cleaning and sanitizing equipment and facilities.

+	Identify industry-standard waste disposal and recycling procedures.
+	Describe measures for pest control and eradication in the food service environment.
+	List the agencies and regulations that govern sanitation in the food service environment.
+	List the requirements for receiving and storing raw foods, prepared foods, and dry goods.
+	Conduct an inventory of food and nonfood items.
+	Explain the regulations for inspecting and grading foods.
+	Outline the flow of food from grower to buyer.
+	Explain formal and informal purchasing methods.
+	Describe the purpose of a requisition.
+	Describe market fluctuations and their effects on product cost.
+	Explain the legal and ethical considerations of purchasing.
+	Describe the importance of product specifications.
+	Evaluate foods to determine conformity with specifications.
+	Describe the steps in receiving and storing nonfood items.
+	Explain USDA nutritional guidelines.
+	Explain concepts related to energy balance.
+	Describe the nutritional components of food.
+	Evaluate personal diets, using the recommended dietary allowances.
+	Explain cooking and storage techniques that promote maximum retention of nutrients.
+	Identify hand tools and utensils used in food preparation.
+	Demonstrate knife skills.
+	Identify operation of kitchen equipment.
+	Identify the uses of a variety of cookware.
+	Describe the components of a standardized recipe.
+	Follow a standardized recipe.
+	Explain dry-heat cooking methods.

+	Explain moist-heat cooking methods.
+	Explain combination cooking methods.
+	Demonstrate scaling and measuring techniques for weight.
+	Demonstrate scaling and measuring techniques for volume.
+	Apply time-management principles to planning, preparing, and serving food.
+	Design a kitchen workstation to facilitate preparation of a menu item.
+	Describe uses of herbs, spices, oils, vinegars, and condiments.
+	Identify common red meat carcasses and their utilizations.
+	Identify types of poultry and their utilizations.
+	Identify types of fish and their utilizations.
+	Identify types of shellfish and their utilizations.
+	Explain the preparation methods and pairings for stocks, soups, and sauces.
+	Identify fruits, vegetables, and farinaceous items.
+	Identify a variety of breakfast meats.
+	Identify a variety of egg products.
+	Identify a variety of breakfast cereals.
+	Identify breakfast batter products.
+	Prepare a variety of breakfast meats.
+	Prepare eggs using various methods.
+	Prepare hot breakfast cereals.
+	Prepare breakfast batter products.
+	Prepare cold salads.
+	Prepare cold dressings.
+	Prepare cold sandwiches.
+	Define baking terms.
+	Identify equipment and utensils used in baking.

+	Identify the ingredients used in baking and their functions.
+	Prepare quick breads
+	Prepare pies and tarts.
+	Prepare cookies.
+	Describe the types of table service and table settings.
+	Communicate with diverse customers.
+	Demonstrate beverage service.
+	Determine food costs.
+	Demonstrate recipe conversion.
+	Identify culinary units of measurement and measurement tools.
+	Prepare a handwritten guest check.
+	Identify types of dining establishments.
+	Demonstrate procedures for marketing to customers.
+	Describe the interrelationships and workflow between dining room and kitchen operations.
+	Describe the scope of the food service industry within the hospitality industry.
+	Identify professional food service organizations.

Legend: + Essential ○ Non-essential - Omitted

Curriculum Framework

Balancing Work and Family

Task Number 39

Analyze the meaning of work and the meaning of family.

Definition

Analysis should include

- evaluating work systems and family systems (structures)
- assessing characteristics of strong work and family organizations
- examining the evolution of the workforce
- identifying the rewards of work within and outside the family
- describing the roles and responsibilities of employees and family members
- determining the effects of interdependence on each member of the family
- evaluating ways that the evolution of the family life cycle affects choices and decisions
- examining personal and family values.

Process/Skill Questions

Thinking

- What factors should be considered when analyzing work and family structures?
- What criteria should be used to assess work and family systems?
- How are the roles and responsibilities of employed workers and family members alike, and how are they different?
- How is the role of management in the workplace like or unlike the role of management in the family?

Communication

- How can the workplace be respectful of families and individuals?
- How can one communicate the importance of being aware of the values of work and family?
- How can family members at different stages of the family life cycle communicate their values and choices?

Leadership

- What leadership techniques are needed to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques are needed to develop family strategies for change?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can one develop a life plan that reflects family values?
- How can an individual's management skills be integrated into the family or into the workplace?
- What resources can help determine work and family values?

Task Number 40

Compare how families affect work life and how work life affects families.

Definition

Comparison should include

- the financial, social, intellectual, emotional, and ethical issues involved in work and family roles
- the effect of career choices on parenting decisions and the effect of parenting decisions on career choices and life goals.

Process/Skill Questions

Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What are the effects of family stress and/or change on the workplace?
- What effects might family life have on the financial issues of work?

Communication

- How can one communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills are needed to balance the effects of family life on work and work life on families?

Leadership

- What leadership techniques assist in developing workplace strategies for change? How can the family and the employer develop leadership skills in individuals?
- What leadership techniques assist in being able to direct or redirect the effects of family on work and work on family?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can an individual's management skills be integrated into the family or into the workplace?
- What resources can help analyze and manage ways families are affected by work life and work is affected by family life?
- What management skills assist in minimizing the effects of family life on work and the effects of work on family life?
- What resources can help determine values toward work and families?

Task Number 41

Analyze the meaning of work and the meaning of family.

Definition

Identification should include strategies related to

- use of time, particularly spending quality time with children
- prioritization of family and work responsibilities
- ways to handle stress of adults and children
- health and safety issues, including sick-child care
- conflict resolution
- family and work values
- stages of the family and career life cycles.

Process/Skill Questions

Thinking

- What is the relationship between the family's circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What factors should be considered when developing management strategies related to family and to the workplace?
- What responsibility does an employer have for a worker's well-being at home?
- When is it appropriate for an employer to intervene in an employee's personal/family life?
- What is the relationship between community responsibilities and work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What communication skills assist in developing strategies for balancing work and family roles?
- How can one communicate the importance of balancing work and family roles?

Leadership

- What leadership techniques can be used to address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should be used to assess our efforts at balancing work and family roles?

Management

- What management skills assist in setting priorities at work and at home?
- What kind of training is needed to develop management strategies for balancing work and family roles?
- What management skills assist in dealing with issues at different stages of the family life cycle?

Exploring Culinary Arts

Task Number 42

Explore the history of culinary arts.

Definition

Exploration should include

- investigating historically significant chefs and their accomplishments, including Georges Auguste Escoffier and the brigade de cuisine (kitchen brigade)
- discussing the role of non-Europeans in culinary history
- creating a timeline of the growth of culinary arts and food service operations in the United States
- researching historically significant entrepreneurs and their influence on the food service industry in the United States.

Process/Skill Questions

Thinking

- Why is it important to understand the early history of culinary arts?
- Who is Escoffier, and what were his contributions to the development of the modern food service industry?
- What is the kitchen brigade system? How does it relate to culinary arts today?
- What trends are developing in the industry today?

Communication

- What role has advertising played in the evolution of the food service industry?
- How have computers changed the food service industry in recent years?

Leadership

- What resources can assist in learning about the early days of the food service industry?
- What leadership traits are shared by many famous chefs and food service entrepreneurs? What can one learn by studying their successes and failures?
- Why would one correct a team member in a kitchen brigade system?
- How does cooperation among the brigade members contribute to the quality of the food product?

Management

- How can management use cross-training to prepare employees?
- Why does management have a responsibility to be aware of trends in the industry?
- How can traditional techniques be applied to the modern kitchen?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 43

Describe the role of food and foodways in the history of Virginia.

Definition

Description should include

- contributions made by American Indians in Virginia
- the ways food was obtained, prepared, and preserved by American Indians and colonists
- the role of James Hemings, Thomas Jefferson's slave who was trained in France as a chef
- the importance of agriculture to Virginia's economy in the past and today
- significant contributions to Virginia's cuisines throughout history
- the role of culinary arts in Virginia today.

Process/Skill Questions

Thinking

- What foods were critical to survival for the American Indians and the English colonists in Virginia?
- How were these foods typically preserved after harvest?
- What were the traditional farming methods used by farmers and growers, and how have they evolved to modern-day agriculture?

- What are the major cash food crops in Virginia today? How has this changed in recent decades?

Communication

- How can the use of locally grown or regional foods be best communicated to customers?
- What are some ways restaurants can reach out to local growers/farmers?

Leadership

- What is the role/responsibility of today's chefs in preserving the culinary history of Virginia for future generations?
- Why should chefs support local growers and sustainable growing methods?

Management

- What effect can utilizing local foods have on food sales?
- Why is there an increased demand for locally grown foods?
- What are the legal requirements for labeling a food *locally grown*?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

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Career Investigation

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Entrepreneurship

Hospitality, Tourism, and Recreation

Task Number 44

Identify the duties and responsibilities of each member of the classical kitchen brigade.

Definition

Identification should include a list of members and their responsibilities, including the following:

- Chef de cuisine (kitchen chief)
- Sous-chef (deputy kitchen chief)
- Chef de partie (station chief or line cook)
- Cuisinier (cook)
- Saucier (sauté chef)
- Rôtisseur (roast chef)
- Grillardin (grill chef)
- Friturier (fry chef)
- Poissonier (fish chef)
- Entremetier (entrée preparer)
- Potager (soup cook)
- Legumier (vegetable cook)
- Garde-manger (pantry keeper)
- Tournant (spare hand)
- Pâtissier (pastry chef)
- Boucher (butcher)
- Line cook, station cook, prep cook
- Plongeur (dishwasher)

Identification should also include French traditions (though few kitchens are organized along these lines).

Process/Skill Questions

Thinking

- Why is the classical kitchen brigade system still effective in the culinary arts industry today?
- How has the kitchen brigade system evolved since it was developed?

Communication

- Why is effective communication across the kitchen brigade important?

Leadership

- How is the role of each chef critical to the success of the kitchen?
- How do the skills and responsibilities of each chef affect the finished product/bottom line?
- How could cross-training be a positive factor in a commercial kitchen?

Management

- How can the kitchen brigade system be used effectively in a small food service establishment?

- How might each member of the brigade provide different services to the food service operation?
- How can the kitchen brigade system be modified to fit the needs of your establishment?

National Standards for Family and Consumer Sciences Education

8.1.1

Explain the roles, duties, and functions of individuals engaged in food production and service careers.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Job Interview

Professional Presentation

Task Number 45

Investigate careers in the culinary arts and hospitality industries.

Definition

Investigation should include identification of

- various organizational styles

- back-of-the-house (e.g., support, production, control) jobs
- front-of-the-house (e.g., service, management) jobs
- differences among unskilled, semi-skilled, skilled, and supervisory/management jobs
- common jobs in casual dining, fast food, and multi-unit operations
- entrepreneurship opportunities
- industry trends related to career opportunities in the culinary arts and the hospitality industries.

Many websites offer career exploration resources, including the Virginia Department of Education's [Career Planning Guide](#).

Process/Skill Questions

Thinking

- How can field trips, guest speakers, and industry resources provide insights into career opportunities?
- What research should be done to learn about career expectations?

Communication

- How can technology be used to explore industry trends?

Leadership

- Why should hospitality employees seek continuing education?
- How can employees learn about career opportunities in the culinary arts industry?

Management

- What career ladders are available in the hospitality industry?
- What career training can be offered within a food service operation?

National Standards for Family and Consumer Sciences Education

8.1

Analyze career paths within the food production and food services industries.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

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FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Job Interview

Professional Presentation

Understanding Kitchen Safety

Task Number 46

Implement kitchen safety procedures.

Definition

Implementation of safety procedures should include

- dressing in appropriate attire
- understanding safety measures specific to each cooking method
- operating equipment in accordance with all standard safety procedures
- reporting accidents according to standard procedures
- handling emergencies according to standard procedures.

Process/Skill Questions

Thinking

- What could happen if a kitchen worker doesn't dress in appropriate kitchen attire?
- What procedures are needed to ensure kitchen safety?

Communication

- Why is it important that procedures are clearly understood by everyone involved in kitchen safety protocols?
- What are the consequences of not communicating emergency procedures to employees?

Leadership

- How can leaders follow kitchen safety protocols?
- What should be done to facilitate the following of safety protocols in the workplace? What happens when kitchen safety protocols are effectively followed? What are the ethical considerations?

Management

- What steps are needed to ensure that kitchen safety protocols are followed?

National Standards for Family and Consumer Sciences Education

8.2

Demonstrate food safety and sanitation procedures.

FCCLA National Programs

Career Connection: My Career

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Career Connection: My Path

Career Connection: My Skills

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Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 47

Explain safety data sheets (SDS).

Definition

Explanation should include the importance, content, provider, and recommended location of SDS.

Process/Skill Questions

Thinking

- What information is contained in an SDS?
- What are the 10 areas of SDS?
- What are the procedures for handling a chemical spill?
- Where should SDS be located in the food service establishment?

Communication

- Why is the ability to deal with health emergencies part of a culinary professional's job?

Leadership

- What training should food service employees have to handle hazardous materials?

Management

- How can management be sure that requirements for handling hazardous materials are met?

National Standards for Family and Consumer Sciences Education

8.2.9

Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 48

Describe safety hazards in food service operations.

Definition

Description should include

- listing safety hazards commonly found in food service areas (e.g., operating equipment, handling knives, using hot surfaces and fire, lifting heavy objects, using electricity)
- identifying common injuries to food service workers (e.g., burns, cuts, slips, falls, electric shock)
- identifying Occupational Safety and Health Administration (OSHA) regulations regarding these hazards
- explaining why many workplace accidents are the result of poor training and/or carelessness in performing everyday tasks.

Process/Skill Questions

Thinking

- What are the steps to avoid burns?
- How can a proper uniform and shoes help prevent accidents?
- Why is it important to avoid clutter in work areas?
- What are proper lifting techniques?
- How many prongs does an ungrounded plug have?
- What precautions can be taken to avoid slips and falls?
- Why is knife-skill training important to safety?
- How does wearing jewelry pose a safety hazard in food service operations?

Communication

- Why should safety reminders be posted in the production area?
- How can employers ensure that safety procedures are clearly understood by everyone?
- How are accidents reported?
- What is an accident report?

Leadership

- What governmental agency oversees employees' safety?
- When should an accident report be filled out?

Management

- What safety training should employers provide?
- What are the age requirements for employees to handle dangerous equipment?

National Standards for Family and Consumer Sciences Education

8.2

Demonstrate food safety and sanitation procedures.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 49

Demonstrate the use of cleaners and sanitizers.

Definition

Demonstration should include

- identifying the common types of cleaners and sanitizers used in kitchens (e.g., detergents, hygiene detergents, degreasers, abrasive cleaners, acid cleaners)
- explaining the use and storage of each type of cleaner, according to the manufacturers' instructions
- summarizing methods to avoid contamination of food when using and storing cleaners
- applying each type of cleaner and sanitizer to the cleaning of equipment and facilities.

Process/Skill Questions

Thinking

- What could happen if the wrong product is used to clean and/or sanitize?
- Why are specific products used for specific cleaning tasks?
- What are the dangers of mixing chemical cleaners?
- How are cleaners tested for pH value?
- Why is it important for all chemicals to be properly labeled?
- What equipment and tools are used to properly clean and sanitize a food service facility?

Communication

- Which document contains the safety guidelines of a cleaning product?
- What is the most effective way to communicate safety guidelines to all employees?
- What is the importance of proper labeling?
- What are the consequences of not communicating sanitation procedures to employees?

Leadership

- What personal protective equipment (PPE) should be used while cleaning?
- What emergency procedures should be in place in case employees mishandle chemicals?

Management

- How can management ensure that proper sanitary procedures are being followed?
- What are some precautions that management should expect employees to take when handling cleaners and sanitizers?
- What guidelines should be followed when storing chemicals?
- Why are specific products used for specific tasks?

National Standards for Family and Consumer Sciences Education

8.2.8

Analyze current types of cleaning and sanitizing materials for proper use.

8.2.9

Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 50

Explain the classes of fires and the method of extinguishing each.

Definition

Explanation should include the following:

- Class A fires consist of ordinary combustibles (e.g., wood, paper, trash) and are extinguished with water.
- Class B fires consist of flammable liquids (e.g., oil, gasoline) and are extinguished by smothering.
- Class C fires consist of electrical equipment (i.e., anything plugged into an electrical outlet) and are extinguished with non-conductive extinguishing agents (e.g., carbon dioxide).
- Class D fires consist of combustible metals (e.g., magnesium, titanium) and are extinguished with dry powder extinguishers.

- Class K fires consist of grease (e.g., cooking oils, animal fat) and are extinguished with fire extinguishers, which are labeled with the classes of fire for which they are to be used.

Process/Skill Questions

Thinking

- What are some other flammable items in the environment that are not included in the classes?
- What does PASS stand for?
- What should one do if a fire starts in the kitchen?

Communication

- How can guests be informed of locations of fire extinguishers and fire exits?

Leadership

- How would a regular cleaning schedule minimize the risk of a fire?
- What other precautions could be taken to prevent fires?

Management

- What is the most common class of fire associated with food service?
- What is the proper placement of smoke and heat detectors in a food service establishment?
- Why is fire prevention a daily concern for all employees?
- What is the benefit to employees of regular fire drills and fire extinguisher training?

National Standards for Family and Consumer Sciences Education

8.2

Demonstrate food safety and sanitation procedures.

FCCLA National Programs

Career Connection: My Career

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FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 51

Describe professional knife safety.

Definition

Description should include how to

- carry a knife
- hold a knife (grip)
- wash a knife
- sharpen and hone a knife.

Process/Skill Questions

Thinking

- Why is knife safety important in a commercial kitchen?
- What are the consequences of not handling a knife safely?

Communication

- How should new employees be made aware of knife safety?
- How should veteran employees be reminded of knife safety?

Leadership

- Should employees be required to bring their own knives to work, or should the company provide knives for all?

Management

- How can management ensure all employees are using knives in a safe manner?

National Standards for Family and Consumer Sciences Education

8.5.1

Demonstrate professional skills in safe handling of knives, tools, and equipment.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 52

List the regulatory agencies, laws, and regulations that govern safety in the food service environment.

Definition

Listing should include

- federal, state, and local government agencies, particularly OSHA

federal, state, and local laws and regulations

- employer (teacher) safety guidelines, including cardiopulmonary resuscitation (CPR) and first aid training.

Process/Skill Questions

Thinking

- Why is it important to follow sanitation and health codes?

Communication

- What does NSF stand for?
- What does UL stand for?

Leadership

- What resources are available for learning about new government codes?
- Where does one apply for an operating license?

Management

- What type of license does a food service operator have to maintain?
- How can employees be made aware of essential sanitation and safety codes?
- What additional policies might the employer impose on employees?

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Career Investigation

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Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Public Policy Advocate

Understanding Kitchen Sanitation

Task Number 53

Identify microorganisms related to food contamination.

Definition

Identification should include

- common microorganisms (e.g., bacteria, viruses, parasites, fungi, molds, yeast) that can contaminate food
- the ways these microorganisms affect food
- common factors that promote the growth of these microorganisms.

Process/Skill Questions

Thinking

- What is cross-contamination?
- How does cross-contamination differ from direct contamination?
- What procedures are needed to eliminate cross-contamination?
- What two major factors most affect the growth of microorganisms?

Communication

- How can personal hygiene guidelines be communicated sensitively to employees?

Leadership

- How can the kitchen brigade prevent cross-contamination?
- Why should everyone working in the kitchen be a leader in preventing food-borne illnesses?

Management

- What can management do to monitor food safety?
- What personal hygiene guidelines should employees follow?
- What might be the consequences of poor food safety and sanitation procedures?

National Standards for Family and Consumer Sciences Education

8.2.1

Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

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Task Number 54

Identify food-borne illnesses, including their causes and symptoms.

Definition

Identification should include

- pathogenic infections, including *Clostridium botulinum* (causes botulism), *E. coli*, hepatitis A, salmonella, and listeria
- parasitic infections, including blastocystis, cryptosporidiosis, and trichinosis
- common symptoms of these illnesses (e.g., cramps, nausea, headache, fever, diarrhea, vomiting)

- preventive measures (e.g., creating a clean, contaminant-free environment for food preparation, not handling food with bare hands)
- inherent dangers in canning and how they relate to reduced oxygen packaging (ROP) and sous vide.

Process/Skill Questions

Thinking

- What constitutes an outbreak of food-borne illness?
- How can food-borne illnesses be prevented?
- How can food-borne illnesses occur even in a clean, disease-free environment?
- How can one differentiate between the symptoms of a food-borne illness and the flu?
- How safe is the U.S. food supply?

Communication

- What should employees do if they develop symptoms of a food-borne illness?

Leadership

- Which agencies are responsible for regulating food safety and sanitation procedures?

Management

- How can a food-borne illness affect the business of a food service establishment?
- How should a food service establishment manage an outbreak of food-borne illness?

National Standards for Family and Consumer Sciences Education

8.2.1

Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

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Culinary Arts

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Task Number 55

Explain factors that make foods potentially hazardous.

Definition

Explanation should include the following factors, often referred to as the FAT-TOM factors in food safety:

- Food: Foods high in protein, like meat and eggs, encourage rapid growth of bacteria. Sliced fruit and vegetables (e.g., potatoes, onions) are also dangerous if handled improperly. Certain foods need to be temperature controlled for safety (TCS).
- Acidity: Neutral or acidic foods tend to exhibit slow bacteria growth, whereas foods with a pH above 7.0 tend to encourage rapid reproduction of bacteria.
- Time: Perishable food should never stay in the temperature danger zone longer than two hours. Also, packaging dates are important because they are a factor in determining a product's intended shelf life.
- Temperature: Perishable foods should be stored below 41°F until they are cooked.
- Oxygen: A lack of oxygen protects perishable foods from aerobic bacterial growth; however, anaerobic bacteria such as botulism can thrive in an oxygen-free environment, such as foil-wrapped baked potatoes and infused oils.
- Moisture: Dried foods and foods preserved with salt or sugar are likely to be safer from bacteria growth than moist foods.

Process/Skill Questions

Thinking

- What is meant by the term *TCS food*?
- Why is it important to avoid the temperature danger zone for TCS foods?
- What is a bimetallic stemmed thermometer?

Communication

- What methods of record keeping might be used in a food service establishment to measure temperature and cooking times of food?
- What should an employee do if a TCS food is being held in the danger zone?

Leadership

- Why is it important to follow TCS handling guidelines? What could happen if workers did not follow such rules?
- Who should be responsible for establishing monitoring procedures or standards that are necessary for food to be safe?

Management

- What procedures can be instituted to prevent food service workers from cross-contaminating TCS foods?
- What are the special considerations for receiving and storing TCS foods?

National Standards for Family and Consumer Sciences Education

8.2

Demonstrate food safety and sanitation procedures.

8.2.5

Practice standard personal hygiene and wellness procedures.

8.2.7

Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods and food groups.

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Culinary Arts

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Task Number 56

Explain safe food handling, production, storage, and service procedures.

Definition

Explanation should include following the FDA Food Code for

- ensuring proper temperatures for freezers and refrigerators by using thermometers
- ensuring minimum internal cooking and hold temperatures of food
- identifying the temperature danger zone
- using proper food storage procedures
- avoiding cross-contamination (e.g., by using color-coded cutting boards)
- using correct hand-washing techniques and acceptable hygiene practices (e.g., for nails, hair, clothing, jewelry)
- sanitizing work surfaces, equipment, and other food production and storage areas according to accepted methods
- using accepted thawing methods
- using accepted tasting methods
- avoiding the tasting of foods containing raw eggs, unwashed fruits and vegetables, and other potentially hazardous ingredients
- following essential sanitary procedures when serving food.

Process/Skill Questions

Thinking

- What is the optimal temperature for freezers and refrigerators to hold food?

Communication

- What are the consequences of not communicating sanitary procedures to employees?
- What can be done to ensure that procedures are clearly understood by everyone involved in food safety and sanitation?

Leadership

- How can poor service practices compromise food safety during service?

Management

- What are the acceptable procedures for avoiding cross-contamination when preparing and storing potentially hazardous foods?

National Standards for Family and Consumer Sciences Education

8.2

Demonstrate food safety and sanitation procedures.

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Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Public Policy Advocate

Task Number 57

Identify personal hygiene and health practices.

Definition

Identification should include

- guidelines for hygienic grooming and dressing

- hand-washing techniques
- actions that can contaminate food (e.g., wearing a dirty uniform, running fingers through hair, wiping the nose)
- utilization of single-use gloves
- the importance of reporting symptoms of illness.

Process/Skill Questions

Thinking

- What are the key elements of personal hygiene?
- Why is attire an important part of personal hygiene?
- When should a food service employee wash his/her hands?
- Why are hair restraints essential in a food service working environment?
- Why should food service employees report symptoms of illness?

Communication

- What effects do fashion trends (e.g., body piercing, acrylic nails) have on personal hygiene and sanitation in the food service industry?

Leadership

- Who is in charge of making sure employees follow hygiene/health guidelines?

Management

- What actions should management take to alert employees and the public in the case of an outbreak of food-borne illness?

National Standards for Family and Consumer Sciences Education

8.2.5

Practice standard personal hygiene and wellness procedures.

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Culinary Arts

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Task Number 58

Identify common food allergies.

Definition

Identification should include

- foods that commonly cause allergic reactions (e.g., shellfish, fish, milk products, eggs, wheat, soy products, tree nuts, peanuts)
- consequences of food allergies
- ways to help consumers avoid allergic reactions (e.g., provide information about foods that may cause allergic reactions; provide menu notations about any allergy-causing contents of each food offering).

Process/Skill Questions

Thinking

- What theories exist about the origins of food allergies?
- What steps can a person with food allergies take to ensure his/her personal safety?
- What are the typical symptoms of an allergic reaction?

Communication

- What procedures should a food service employee follow in the case of an allergic reaction?
- How can food service operations alert customers about foods that may cause allergic reactions?

Leadership

- How can a food service establishment improve preparation and service techniques to prevent allergic reactions?
- Why should food service employees know about food allergies and allergens?

Management

- What steps has the U.S. government taken to standardize warnings about food allergens?
- How have these measures affected practices in the food service industry?

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Culinary Arts

Food Innovations

Hospitality, Tourism, and Recreation

Nutrition and Wellness

Professional Presentation

Public Policy Advocate

Task Number 59

Complete a daily sanitation inspection.

Definition

Completion should include

- using a checklist
- identifying the sanitation standards to be met, as set forth on a sanitation inspection sheet
- inspecting equipment; lighting; food temperatures; facilities for refrigeration, storage, and sewage and drainage; and pest-control practices

- identifying any modifications necessary for compliance with the given standards.

Process/Skill Questions

Thinking

- What is the proper temperature of a refrigerator?
- What should be included on a sanitation inspection sheet?
- What is the importance of a sanitation inspection?
- What is meant by the term *pest management*?

Communication

- What are the consequences of not communicating sanitation procedures to employees?

Leadership

- How does an inspection improve the employees' knowledge and ability to maintain a healthy environment?

Management

- How can inspection results be used to make modifications/corrections to facilities and procedures?
- Why is it important to keep inspection results?

National Standards for Family and Consumer Sciences Education

8.2.11

Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.

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Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 60

Follow a schedule and standard procedures for cleaning and sanitizing equipment and facilities.

Definition

Following a schedule and the procedures should include

- completing tasks in the specified sequence and at specified times
- performing tasks according to the accepted methods for thorough cleaning and sanitizing of stationary equipment, tabletops, countertops, floors, and other surfaces.

Process/Skill Questions

Thinking

- Why must a food service establishment have a set cleaning schedule?
- Why must a food service establishment have clear, definite cleaning procedures?
- What are the different types of cleaning and sanitizing procedures?
- What are some precautions to take when cleaning in food preparation areas?

Communication

- What is the difference between cleaning and sanitizing?
- Why should both public and private areas be cleaned on a schedule each day?

Leadership

- Why is it important to follow a schedule?
- Who is responsible for maintaining an up-to-date cleaning schedule?
- What could be the consequences of not following the cleaning and sanitation schedule?

Management

- What training in cleaning procedures should management provide?
- Why is it important to assign specific tasks to specific individuals?

- How can management be informed of the availability of new cleaning equipment and supplies?

National Standards for Family and Consumer Sciences Education

8.3.3

Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

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Task Number 61

Identify industry-standard waste disposal and recycling procedures.

Definition

Identification should include

- describing the use of a garbage disposal and situations in which its use might be inappropriate, including considerations related to fats, oils, and grease (FOG) regulations

- describing the use of a commercial grease trap, including the procedures for cleaning the trap and disposing of the grease
- explaining the reasons for keeping garbage covered in sanitized garbage cans with tight-fitting lids when a garbage disposal is unavailable or its use is inappropriate
- stating reasons for lining waste containers with plastic bags
- summarizing the importance of emptying garbage receptacles at least every four hours and removing all waste from the premises daily
- describing recycling policies and procedures, including the concept of separate waste streams.

Process/Skill Questions

Identification should include

- describing the use of a garbage disposal and situations in which its use might be inappropriate, including considerations related to fats, oils, and grease (FOG) regulations
- describing the use of a commercial grease trap, including the procedures for cleaning the trap and disposing of the grease
- explaining the reasons for keeping garbage covered in sanitized garbage cans with tight-fitting lids when a garbage disposal is unavailable or its use is inappropriate
- stating reasons for lining waste containers with plastic bags
- summarizing the importance of emptying garbage receptacles at least every four hours and removing all waste from the premises daily
- describing recycling policies and procedures, including the concept of separate waste streams.

National Standards for Family and Consumer Sciences Education

8.2.10

Demonstrate safe and environmentally responsible waste disposal and recycling methods.

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Culinary Arts

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Task Number 62

Describe measures for pest control and eradication in the food service environment.

Definition

Description should include

- application of preventive measures (e.g., denying access, storing food according to standard procedures, cleaning up spilled food promptly)
- use of pest-control products on a regular basis, in accordance with recommended safety practices and precautions.

Process/Skill Questions

Thinking

- What are the conditions that make pest infestation possible?
- What precautions should be taken before pest control is used in food preparation areas?
- What pests are associated with poor sanitation? Why?
- What pest-control chemicals can be used safely in food services areas?

Communication

- What methods of communication can be used to remind employees of methods used for pest control?

Leadership

- Who is responsible for overseeing pest control in the food service facility?

Management

- How often should a food service facility schedule pest elimination treatment?
- What licensure procedure is needed for administering pest control chemicals?

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Task Number 63

List the agencies and regulations that govern sanitation in the food service environment.

Definition

Listing should include federal, state, and local government agencies and the laws and regulations, as well as sanitation and health guidelines.

Process/Skill Questions

Thinking

- Why is it important to follow sanitation and health codes?

Communication

- What does UL do?

- Why is it important for products to bear the UL seal?

Leadership

- What resources are available for learning about new government codes?
- Where should one apply for an operating license?

Management

- How can employees be made aware of essential sanitation and safety codes?

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Career Investigation

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Culinary Arts

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Professional Presentation

Public Policy Advocate

Exploring the Purchasing and Receiving of Goods

Task Number 64

List the requirements for receiving and storing raw foods, prepared foods, and dry goods.

Definition

Listing should include

- acquiring food only from inspected and approved sources
- identifying the three types of food storage
 - dry (temperatures of 50°F to 70°F)
 - refrigerated (temperatures at or below 41°F)
 - frozen (temperatures at or below 0°F)
- citing the types of foods or items that are stored in each type of storage, including contamination precautions and labeling
- summarizing standard procedures for sanitizing food storage areas.

Process/Skill Questions

Thinking

- Why should raw food be stored below ready-to-eat food?
- How many inches away from walls and floors must dry goods be stored? Why?
- Why should cleaning supplies and chemicals always be separated from dry goods and sundries?
- What are signs that indicate frozen foods have been thawed and refrozen?
- What items must be stored away from food products?

Communication

- Why should products be clearly labeled?
- What are the differences between perpetual and physical inventory?
- What information should be provided to employees regarding delivery expectations?

Leadership

- What are the local health codes concerning dry storage?
- Why is it important to have product specifications?
- Who is responsible for ensuring that foods are stored properly?

Management

- How can management facilitate proper storage procedures by employees?
- What controls should be in place to ensure the proper receiving of food?
- What controls should be in place for storing food properly?
- What tools are needed by an employee receiving food deliveries?
- Why is regular cleaning and sanitation important for storage areas?

National Standards for Family and Consumer Sciences Education

8.2.6

Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.

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Task Number 65

Conduct an inventory of food and nonfood items.

Definition

Conducting an inventory should include

- creating a list of every item that an operation has on hand at one time, including the quantity and expiration date
- organizing the list of items into categories
- updating the list on a regular basis.

Process/Skill Questions

Thinking

- How does inventory relate to purchasing and storing in the food service operation?
- What is the difference between a physical inventory and a perpetual inventory?

Communication

- What is the purpose of an inventory?
- What mathematics skills are needed for inventory control?

Leadership

- How is an inventory used in determining the operation's food cost and needs?

Management

- How often should an inventory be taken?
- Why is it necessary to conduct a physical inventory if a restaurant is using a perpetual inventory?

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Task Number 66

Explain the regulations for inspecting and grading foods.

Definition

Explanation should include

- reasons why the U.S. Department of Agriculture (USDA) has established guidelines to ensure the safety and quality of potentially hazardous foods (e.g., meats, poultry, seafood, eggs, dairy products, fruits, vegetables)
- common grades of foods
- common food inspection regulations and their applications.

Process/Skill Questions

Thinking

- What is the difference between inspection and grading?

Communication

- What is the purpose of the federal food inspection program?
- What does the USDA Organic label signify?

Leadership

- What are the criteria for inspecting meat and poultry?

Management

- Which government agencies are involved in food regulation and inspection?
- What is the purpose of a 90-day shellfish tag?

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Task Number 67

Outline the flow of food from grower to buyer.

Definition

Outline should include

- gap certification
- farm-to-table
- local purchasing rules.

Process/Skill Questions

Thinking

- Why is it desirable to use locally sourced food?

Communication

- How can a food service establishment make customers aware of local farmers and growers?

Leadership

- How can one ensure that food service establishments follow local purchasing rules?

Management

- How does the farm-to-table movement benefit local farmers and food service establishments?

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Task Number 68

Explain formal and informal purchasing methods.

Definition

Explanation should include

- definitions of the terms *formal purchasing method* and *informal purchasing method*
- the benefits and uses of each method
- reasons most food service operations use competitive (open-market) buying or single-source buying.

Process/Skill Questions

Thinking

- What are the differences between formal (bid) and informal (phone order) purchasing methods?
- What are the advantages of competitive buying vs. single-source buying?
- What are the disadvantages of competitive buying vs. single-source buying?
- How does the size of the food service operation affect the purchasing process?

Communication

- When is a formal purchasing method necessary?
- What communication skills are needed to use each purchasing method?

Leadership

- What can a small, independent food operation do to reduce purchasing costs?
- How can the switch from an informal to a formal purchasing method be made?

Management

- How does a school cafeteria's purchasing operation typically function?
- Why is a monitoring system needed to maintain inventory?

National Standards for Family and Consumer Sciences Education

8.6.1

Apply principles of purchasing, receiving, and storing in food service operations.

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Task Number 69

Describe the purpose of a requisition.

Definition

Description should include

- the definition of *requisition*--a written request for something authorized but not made available automatically
- the importance of a requisition serving as a record of a supply order from inventory.

Process/Skill Questions

Thinking

- How does a requisition differ from a purchase order?

Communication

- Why should handwritten requisitions be clear and legible?

Leadership

- What is the effect of written requisitions on profitability?

Management

- How are requisitions used in large food service operations?
- Why should requisitions be submitted in a timely manner?

National Standards for Family and Consumer Sciences Education

8.6.1

Apply principles of purchasing, receiving, and storing in food service operations.

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Task Number 70

Describe market fluctuations and their effects on product cost.

Definition

Description should include the ways that supply and demand affect product availability and cost.

Process/Skill Questions

Thinking

- What causes market fluctuations?
- How does supply and demand affect ingredient price?
- How can the weather and other natural occurrences affect product cost?
- How do seasons affect product cost?

Communication

- What is the concept of supply and demand?

Leadership

- How can food establishments counter the effects of market fluctuations in menu planning?

Management

- What management techniques can be used to address the effects of market fluctuations on product cost?
- How can health issues related to the food supply affect product cost?
- How can national dietary trends affect product cost?

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Task Number 71

Explain the legal and ethical considerations of purchasing.

Definition

Explanation should include

- laws governing or related to purchasing
- ethical reasons for the use of a competitive, fair, bid-based purchasing system
- reasons why a purchasing system should be open to all prospective, reputable purveyors.

Process/Skill Questions

Thinking

- Why should purchase specifications be consistently followed within a food service operation and by its suppliers?
- What are the legal ramifications of involvement in price fixing, kickbacks, and embezzlement?

Communication

- Why are purchase orders used?

Leadership

- How can a food service employee determine whether a supplier is reputable?

Management

- What purchasing practices might be deemed unethical?
- What controls can be put into place to guarantee legal and ethical purchasing?
- Why is record keeping so important to purchasing?
- How long should purchase orders and other purchase records be kept?

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Entrepreneurship

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Task Number 72

Describe the importance of product specifications.

Definition

Description should include

- a definition of *product specifications*--a detailed description of a product or service that an operation wants to buy
- the uses and importance of product specifications
- the reasons product specifications must be complete and clear.

Process/Skill Questions

Thinking

- What are the benefits of setting and following product specifications?
- What are the disadvantages of setting product specifications that are too rigid?

Communication

- Why are product specifications needed in a food service operation?
- What are the components of a product specification?
- How do food service operations communicate product specifications to purveyors?

Leadership

- How can problems with product specifications be detected?

Management

- How are product specifications developed?

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Task Number 73

Evaluate foods to determine conformity with specifications.

Definition

Evaluation should include

- checking the order to determine whether items delivered match those ordered
- confirming quantities
- verifying prices
- ensuring quality match with product specifications and standardized recipes.

Process/Skill Questions

Thinking

- Why should the employee receiving the order check it before the delivery person leaves?
- What is the significance of signing for the received order?

Communication

- What part of hazard analysis and critical control points (HACCP) relates to the receiving process?

- What tools are needed by the receiving clerk?

Leadership

- What should the employee receiving the product do if it does not meet specifications?
- When should an order be rejected?

Management

- When should deliveries be accepted?
- What is the food service operation's responsibility for ensuring that received goods are fresh and in good condition?

National Standards for Family and Consumer Sciences Education

8.6.1

Apply principles of purchasing, receiving, and storing in food service operations.

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Task Number 74

Describe the steps in receiving and storing nonfood items.

Definition

Description should include

- items such as cleaning supplies, chemicals, paper
- reasons cleaning supplies and chemicals should be clearly labeled and stored away from food
- standard procedures used when receiving such items
- standard procedures used when storing such items, including labeling
- the role of SDS as part of criteria during sanitation inspections.

Process/Skill Questions

Thinking

- Why should cleaning supplies, chemicals, and other nonfood products be stored away from food?
- What are possible consequences of improper storage?

Communication

- What precautions should be taken in receiving cleaning supplies and chemicals?
- Why is proper labeling important for safety?

Leadership

- Why is it important to have SDS to match chemicals received, especially for new purchases?
- Why should SDS be in a convenient, well-marked location?

Management

- What are appropriate storage sites for cleaning supplies and chemicals?

National Standards for Family and Consumer Sciences Education

8.6.1

Apply principles of purchasing, receiving, and storing in food service operations.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Understanding Nutritional Principles

Task Number 75

Explain USDA nutritional guidelines.

Definition

Explanation should include

- identifying USDA recommendations for selecting foods that promote good health, including the current [dietary guidelines](#)
- describing the major nutrients contributed by each food group
- summarizing recommended daily servings.

Process/Skill Questions

Thinking

- What specific foods are associated with each category of the USDA MyPlate icon?
- What nutrients are associated with each category of MyPlate?
- How do the foods in each category contribute to a healthy diet?

Communication

- How can a food service establishment let customers know about healthy food choices?

Leadership

- Who is responsible for establishing dietary guidelines?
- What is the purpose of these guidelines?
- What moral/ethical responsibility does a food service operation have to serve healthy food?
- What types of food service operations need to be concerned primarily with providing nutritious food?
- How can [MyPlate](#) be a useful resource for making healthful food choices?

Management

- Why is it important to make sure the kitchen and service staff have up-to-date information about nutrition?
- How can teens incorporate nutrients and foods from all food categories into their diets?

National Standards for Family and Consumer Sciences Education

9.3

Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Entrepreneurship

Food Innovations

Hospitality, Tourism, and Recreation

Professional Presentation

Public Policy Advocate

Task Number 74

Explain concepts related to energy balance.

Definition

Explanation should include

- energy in–energy out
- calorie requirements
- metabolism
- body mass index (BMI)
- effects of physical activity.

Process/Skill Questions

Thinking

- Why would it be safer for a teen to increase physical activity than it would be to go on a diet?
- What factors should be taken into account when determining the desired energy intake?
- What are the limitations of BMI as an evaluating tool?
- How can applying the principle of energy balance affect one’s lifestyle?
- What is the relationship between calories and kilocalories, and how do they relate to weight loss and weight gain?

Communication

- What are the benefits of keeping a food journal in regard to energy intake?
- What communication strategies can be used to publicize the facts related to sensible weight loss?
- What information is needed to identify unhealthy weight loss practices?

Leadership

- How can one develop a fitness routine to balance energy?
- How should an understanding of the concept of energy balance influence the diet industry?

Management

- How can consumers evaluate the safety of weight-loss programs?
- What steps should a person take to maintain a healthy weight?
- What steps should a person take to maintain an energy balance?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Nutrition and Wellness

Professional Presentation

Public Policy Advocate

Sports Nutrition

Task Number 77

Describe the nutritional components of food.

Definition

Description should include

- defining the terms *nutrient*, *macronutrient*, and *micronutrient*
- enumerating macronutrients (i.e., proteins, fats, carbohydrates, water) and micronutrients (i.e., vitamins, minerals)
- listing for each type of nutrient
 - its functions in the body (e.g., carbohydrates for energy, protein for muscle and tissue repair)
 - its role in preventing or contributing to chronic disease (e.g., fresh fruits and vegetables can promote healthy body weight and decrease likelihood of diabetes; high consumption of saturated fats/trans fats can contribute to heart disease and cancer; inadequate calcium consumption can lead to osteoporosis)
 - its presence in food sources (e.g., vitamin A in carrots, vitamin B in grains, calcium in dairy products, iron in legumes)
- explaining the effects of a deficiency of the nutrient (e.g., pellagra, scurvy, osteoporosis)
- explaining the effects of toxicity associated with the nutrient (e.g., ketosis, excessive bleeding, diarrhea)

- interpreting nutrition labels.

Process/Skill Questions

Thinking

- What nutrients tend to be included in a typical teenager's diet? Which nutrients tend to be deficient?
- What foods are good sources of protein?
- What is the difference between saturated and unsaturated fats?
- What are some negative side effects of trendy low-carbohydrate diets?

Communication

- What are the arguments for and against taking large doses of specific nutrients, for example, vitamins or minerals?
- How should nutritional information be made available to consumers?

Leadership

- What can be done to educate and encourage customers to make healthier choices?
- Why should high school students be concerned about their nutrient intake?

Management

- What types of foods does a family shopper need to select to ensure that all family members receive the nutrients they need?
- How should nutritional components of foods affect menu offerings to customers? Why?
- What nutritional guidelines should school cafeterias follow for providing meals to students?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation

Public Policy Advocate

Sports Nutrition

Task Number 78

Evaluate personal diets, using the recommended dietary allowances.

Definition

Evaluation should include

- explaining why caloric intake and other dietary needs vary depending on an individual's age, activity level, lifestyle, and health
- assessing individual diets in relation to the current USDA dietary guidelines.

Process/Skill Questions

Thinking

- What is meant by the term *recommended dietary allowance*?
- What diet planning tool can be used along with dietary guidelines to plan a nutritious diet?
- How do age, activity level, lifestyle, and health status affect dietary needs and caloric intake?
- What dietary modifications may be appropriate depending on a person's age, activity level, lifestyle, and health status?
- How do daily eating patterns affect caloric intake?

Communication

- What are some benefits of a computer-driven nutritional analysis?

Leadership

- Who recommends the dietary allowance? Why?
- What governmental agencies provide dietary resources?
- What professional medical organizations and facilities provide dietary resources?

Management

- What technological trends are likely to influence diets in the future?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation

Public Policy Advocate

Sports Nutrition

Task Number 79

Explain cooking and storage techniques that promote maximum retention of nutrients.

Definition

Explanation should include

- describing how preparing, cooking, and storing food affects its nutritional content
- describing how cooking time and moisture affect the nutritional value of food
- summarizing commonly used ways to cook and store food to maximize retention of nutrients.

Process/Skill Questions

Thinking

- How do storage techniques affect the nutrients in food?
- How do cooking techniques affect the nutrients in food?
- What effect does temperature and time have on nutrient retention in foods?
- What cooking methods best preserve the nutritional value of foods?

Leadership

- How can a chef enhance the nutritional value of foods with certain cooking techniques?
- What effect do food-processing techniques have on various nutrients?

Management

- Why do staff receiving food deliveries need to write the date on incoming foods and check their temperatures?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: Working on Working

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Food Innovations

Hospitality, Tourism, and Recreation

National Programs in Action

Nutrition and Wellness

Professional Presentation

Sports Nutrition

Applying Food-Preparation Techniques

Task Number 80

Identify hand tools and utensils used in food preparation.

Definition

Identification should include

- listing appropriate uses of each tool and utensil
- describing types of knives and their uses
- identifying the parts of a knife, including materials used to make each part
- describing ways to use each tool and utensil in a safe and cost-effective manner.

Process/Skill Questions

Thinking

- Why is it important to know the different parts of a knife and their uses and materials?
- Why are the care and maintenance of hand tools important?
- How do proper techniques for using hand tools and utensils affect production efficiency?
- What are the basic safety tips for handling small hand tools and utensils?
- How does the selection of hand tools and utensils contribute to cost effectiveness in food production?

Leadership

- Why should all employees be aware of the dangers of operating tools and equipment?
- Why is respect for tools and utensils an important part of kitchen culture?

Management

- How does selection of hand tools and utensils affect product quality, utilization, and cooking properties?
- What is the role of management in training employees to use hand tools and utensils safely?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 81

Demonstrate knife skills.

Definition

Demonstration should include

- using knives according to standard procedures, including the application of all safety precautions
- selecting knives for basic tasks (e.g., dicing, mincing, chopping)
- using a variety of cuts to produce foods that are high quality in appearance and consistency
- using procedures that are cost effective and that reduce food waste.

Process/Skill Questions

Thinking

- Why is it important to know different knife cuts and their applications?
- How do knife cuts affect the customer's perception of value?
- Why is it important to differentiate among types of knives and their uses?
- What are the basic safety guidelines of proper knife handling?

Communication

- How can written communication be used to remind employees of knife safety techniques?
- How can the effects of knife choice on quality and waste be communicated to employees?

Leadership

- Why should all employees be aware of first-aid techniques to handle cuts?
- Why should employees be trained in the location of first-aid supplies and first-aid procedures?

Management

- How do knife-cut techniques affect food cost on a menu?
- How do knife-cut techniques affect food waste on a menu?
- How does proper cutting technique affect production efficiency?

National Standards for Family and Consumer Sciences Education

8.5.1

Demonstrate professional skills in safe handling of knives, tools, and equipment.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 82

Identify operation of kitchen equipment.

Definition

Identification should include

- listing the names of common kitchen equipment
- listing the uses for each piece of equipment
- describing the operation of each piece of equipment in a safe and cost-effective manner
- explaining the maintenance needs of each piece of equipment
- explaining how to properly break down and clean each piece of equipment.

Process/Skill Questions

Thinking

- Why is it important to correctly operate food preparation equipment?
- Why is regular equipment maintenance essential?
- How effective are operator manuals in providing safe and efficient instructions?

Communication

- What information must be displayed per OSHA guidelines? Why?
- How can proper, safe operation of equipment be communicated to employees?

Leadership

- What is the role of OSHA in ensuring safety in the operation of food-preparation equipment?
- What is the National Sanitation Foundation? What role(s) does it play in food service equipment operation and maintenance?
- How can training be useful in creating a workplace focused on safety and respect for equipment?

Management

- What is the role of management to ensure that food-preparation equipment is operating safely?
- What are the responsibilities of management for the safety of employees while operating food-preparation equipment?
- What are international standards for labeling tools and equipment?
- How does the safe operation of equipment affect profitability?

National Standards for Family and Consumer Sciences Education

8.3

Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 83

Identify the uses of a variety of cookware.

Definition

Identification should include

- listing the standard applications of different cookware materials (e.g., copper, cast iron, stainless steel, aluminum, non-stick coating)
- listing the effect of cookware materials on the cooking process, including those necessary for induction cooking
- listing the types of pots, pans, and other cookware
- summarizing the uses of each type.

Process/Skill Questions

Thinking

- How does an employee determine which cookware to use for preparing a particular dish or for a particular cooking method?
- Why is it important to use the appropriate cookware for a particular type of food?
- Why is cookware available in a variety of materials, such as copper, cast iron, stainless steel, aluminum, and non-stick coating?
- How does cookware material affect final product outcome?

Communication

- What is the consumer controversy related to use of non-stick coatings on cookware? Why is it important?
- How can cookware be labeled and organized to increase efficiency?

Leadership

- What skills are needed to select, use, and maintain cookware?
- How can employees be encouraged to properly care for kitchen equipment?

Management

- How has ergonomics influenced the production of cookware?
- How do cost, materials, and projected use affect choice of cookware available to a kitchen?

National Standards for Family and Consumer Sciences Education

8.3

Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 84

Describe the components of a standardized recipe.

Definition

Description should include

- defining the term *recipe*—written instructions used to prepare a known quantity and consistent quality of a certain food
- listing each component
 - product name
 - yield and portion size
 - ingredients
 - flow (i.e., ingredient list matching procedure)
 - abbreviations
 - amount of each ingredient
 - preparation procedure
 - preparation time
 - cooking temperature(s)
 - cooking procedure
 - serving procedure
- explaining the terminology, abbreviations, units of measurement, and equivalencies found in standardized recipes.

Process/Skill Questions

Thinking

- What is meant by the term *standardized recipe*?
- What are the main parts of a standardized recipe?
- What are the consequences of deviating from a standardized recipe?

Communication

- What are the criteria for selecting high-quality recipes?
- Why is it important to have all recipe abbreviations standardized?

- Why are purchasing specifications important in developing standardized recipes?
- How can the importance of recipe sourcing be communicated to employees?

Leadership

- Why would a food service establishment choose to use a standardized recipe?
- Why is it important for employees to understand fundamental principles of cooking when using a recipe?

Management

- What are some benefits of having all kitchen staff use standardized recipes?

National Standards for Family and Consumer Sciences Education

8.4

Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Food Innovations

Professional Presentation

Task Number 85

Follow a standardized recipe.

Definition

Following a standardized recipe should include

- defining the term *mise en place*
- demonstrating mise en place
- performing all steps of a standardized recipe in the given order so that the resulting product matches the intended product exactly.

Process/Skill Questions

Thinking

- Why must an employee follow a recipe?
- What is the difference between a recipe and a formula? When might each be used?
- What part does a recipe play in a purchasing system?

Communication

- What communication techniques are used in writing standardized recipes?
- How can technology be used to ensure recipes are communicated properly?

Leadership

- Why is mathematics an important skill in following recipes?
- Why is it important to emphasize organization when following a recipe?

Management

- How does mise en place help organize the kitchen?
- Why is applying mise en place important when following a recipe?
- How does mise en place affect team productivity and quality of work?
- How does mise en place affect cleanliness and food safety?
- How can not following a standardized recipe affect the total cost of food production? How can it affect food quality? How can it affect food waste?

National Standards for Family and Consumer Sciences Education

8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 86

Explain dry-heat cooking methods.

Definition

Explanation should include

- listing the different dry-heat cooking methods (i.e., roasting, baking, broiling, grilling, griddling, sautéing, pan frying, and deep frying)
- stating that dry-heat cooking is used for cooking tender products without added liquid
- identifying various products suited for dry-heat cooking.

Process/Skill Questions

Thinking

- What are the nutritional implications of using certain dry-heat cooking methods?
- Why would deep-frying be considered dry-heat cooking?
- How is doneness determined when using dry-heat cooking methods?
- How does moisture affect dry-heat methods?

Communication

- How can the chef communicate the best dry-heat cooking methods for menu items to employees?

Leadership

- What factors should be considered when selecting a dry-heat cooking method?
- How does shape and texture influence the suitability of a dry-heat cooking method?

Management

- Why should a food service establishment offer food that is cooked in a variety of ways?

National Standards for Family and Consumer Sciences Education

8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Task Number 87

Explain moist-heat cooking methods.

Definition

Explanation should include

- stating that moist-heat cooking methods include poaching, steaming, and boiling and use a liquid medium to transfer heat
- identifying different products suited for moist-heat cooking methods.

Process/Skill Questions

Thinking

- What are the nutritional implications of using certain moist-heat methods?
- What safety precautions should be followed when working with steam?
- What is the difference between a pressurized vessel vs. a convection vessel?

Communication

- How can the chef communicate the best moist-heat method of cooking menu items to employees?

Leadership

- What factors should be considered when selecting a moist-heat cooking method?
- How does shape and texture influence the suitability of a moist-heat cooking method?

Management

- Why should a food service establishment offer food that is cooked in a variety of ways?
- What effect does a moist-heat cooking method have on shrinkage and edible portion?

National Standards for Family and Consumer Sciences Education

8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Task Number 88

Explain combination cooking methods.

Definition

Explanation should include

- stating that combination cooking methods include braising and stewing and are used on tougher products that need a longer and slower cooking process to break down connective tissues
- identifying different products suited for combination cooking methods.

Process/Skill Questions

Thinking

- What are the nutritional implications of using certain combination cooking methods?
- How does equipment differ in combination cooking vs. dry- or moist-heat cooking?
- What types of foods are best suited for combination cooking methods?
- How does moisture affect a combination cooking method?

Communication

- How can the chef communicate the best combination method for menu items to employees?

Leadership

- What factors should be considered when selecting a combination cooking method?
- How do shape and texture influence the suitability of a combination cooking method?

Management

- Why should a food service establishment offer food that is cooked in a variety of ways?

National Standards for Family and Consumer Sciences Education

8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Task Number 89

Demonstrate scaling and measuring techniques for weight.

Definition

Demonstration should include

- applying weight-measurement concepts to ensure accuracy
- adjusting for the weight of the container (tare)
- measuring weights of solids and liquids according to standard procedures.

Process/Skill Questions

Thinking

- Why must all measurements of ingredient weights be accurate for recipe success?
- What are the food waste consequences of inaccurate measurement of weight?
- What is the difference between volume measurement and weight measurement?

Communication

- How can techniques and skills in measuring weight be communicated to others?

Leadership

- Why is it helpful to know metric measurements?
- What skills do we need to select, use, and maintain our weighing equipment?

Management

- What are the appropriate uses of the three types of scales?
- How do standardized recipes help to eliminate measurement errors?
- How does accurate weight measurement affect food cost?

National Standards for Family and Consumer Sciences Education

8.5.3

Demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 90

Demonstrate scaling and measuring techniques for volume.

Definition

Demonstration should include

- applying volume-measurement concepts
- measuring volumes of solids and liquids according to standard procedures.

Process/Skill Questions

Thinking

- Why is the volume method of measurement less accurate than weight measurement?
- What are the production consequences of inaccurate measurement of volume?

Communication

- What charts can be displayed in the kitchen area to remind employees of correct volume measurements?
- What are the different volume-measuring tools?

Leadership

- Why is it helpful to know metric volume measurements?
- What skills are needed to select, use, and maintain volume-measuring equipment?

Management

- How do standardized recipes help to eliminate measurement errors?
- What is portion control, and why is it important in food service operations?

National Standards for Family and Consumer Sciences Education

8.5.3

Demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 91

Apply time-management principles to planning, preparing, and serving food.

Definition

Application should include

- using basic time-management principles during food preparation
- creating a timeline for production
- following a time plan and sequence of steps
- evaluating the plan and sequence
- making modifications as necessary.

Process/Skill Questions

Thinking

- What is time management?
- What is the relationship between basic time-management principles and productivity?
- How does the ability to manage time affect customer satisfaction?

Communication

- How can the advantages of time-management techniques be communicated to employees?
- How can the principles of good time management be communicated to employees?

Leadership

- How can the importance of time management be emphasized in a kitchen?
- Who is responsible for overseeing the planning process?

Management

- How can time be managed to reduce labor cost and increase productivity?
- How does the ability to manage time influence the effectiveness of management?

National Standards for Family and Consumer Sciences Education

8.4

Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.6

Demonstrate implementation of food service management and leadership functions.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

National Programs in Action

Professional Presentation

Task Number 92

Design a kitchen workstation to facilitate preparation of a menu item.

Definition

Design should include

- applying space-management principles
- creating a plan that contributes to efficiency of the work flow
- placing equipment, supplies, and ingredients to facilitate food preparation.

Process/Skill Questions

Thinking

- What is space management?
- How does workstation set up influence mise en place?
- How can space management increase efficiency?
- What effect will a poorly designed station have on production?

Communication

- How can proper workflow within a workstation be communicated to employees?
- How can proper placement of mise en place within a station be communicated to employees?

Leadership

- How can employees be encouraged to set up a station to ensure efficiency?
- How can the importance of proper workflow be emphasized to employees?
- Who controls the workflow planning process and ensures it is followed?

Management

- How does a menu item affect how a station should be set up?
- How does space management affect labor cost?
- Why is it important to set up a station consistently every time?

National Standards for Family and Consumer Sciences Education

8.3

Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 93

Describe uses of herbs, spices, oils, vinegars, and condiments.

Definition

Description should include ways that

- human beings perceive flavor through the mouth and nose
- herbs and spices enhance food by blending with the flavors of food and creating new flavors
- oils are used during cooking, added to food before serving, and used as dressings or marinades
- vinegars (sweet-sour, acidic liquid) are used in cooking, marinades, and salad dressings
- condiments are used to enhance the flavor and aroma of prepared foods.

Process/Skill Questions

Thinking

- How does using dry vs. fresh herbs affect a dish?
- What is the difference between herbs and spices?
- What is the difference between seasoning and flavoring?
- How long do ground spices retain potency?
- What is the ratio of dry herbs to fresh herbs?

Communication

- How can a food service establishment make sure that customers know the ingredients in food, including herbs and spices?
- How can proper use of herbs, spices, oils, vinegars, and condiments be communicated to employees?

Leadership

- How can one determine the types of herbs, spices, oils, vinegars, and condiments to offer on the menu?

Management

- What is the best method for storing spices?
- Why is it important to store spices properly?

National Standards for Family and Consumer Sciences Education

8.5.8

Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Food Innovations

Professional Presentation

Task Number 94

Identify common red meat carcasses and their utilizations.

Definition

Identification should include

- listing red meats (e.g., lamb, beef, pork, veal)
- listing standard cuts
- describing common utilizations and cooking methods for each cut
- describing inspection vs. grading of meats.

Process/Skill Questions

Thinking

- What factors determine the best cooking methods for meats?
- How should meats be thawed?
- How do cooking methods affect the nutritional value of meats?

Communication

- How can the importance of the care and handling of red meat be communicated to employees?
- How can meats be prepared according to a customer's preference?

Leadership

- Why must meats be handled in a completely sanitary manner?

Management

- What are the risks and legal complications of serving raw and undercooked meats?
- How could the use of full carcasses be economically beneficial to a business?
- How does the use of full carcasses reduce food waste?

National Standards for Family and Consumer Sciences Education

8.5.5

Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 95

Identify types of poultry and their utilizations.

Definition

Identification should include

- listing types of poultry
- listing standard cuts and weights of each type
- describing common utilizations and cooking methods for each cut
- describing how fresh poultry should be received.

Process/Skill Questions

Thinking

- What factors determine the best cooking methods for poultry?
- How should poultry be safely thawed?
- How do cooking methods affect the nutritional value of poultry?
- What are the safe minimal internal temperatures for various types of poultry?

Communication

- How can poultry be prepared according to a customer's preference?
- How can the importance of the proper care and handling of poultry be communicated to employees?

Leadership

- Why must poultry be handled in a completely sanitary manner?

Management

- How could the use of full carcasses be economically beneficial to a business?
- How does the use of full carcasses reduce food waste?
- What are the risks and legal complications of serving undercooked poultry?

National Standards for Family and Consumer Sciences Education

8.5.5

Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 96

Identify types of fish and their utilizations.

Definition

Identification should include

- listing types of fish
- listing standard cuts and weights of each type
- describing common utilizations and cooking methods for each type.

Process/Skill Questions

Thinking

- What factors determine the best cooking methods for fish?
- How should fish be thawed?
- How do cooking methods affect the nutritional value of fish?
- What are the safe minimal internal temperatures for various types of fish?
- Why must fish that is to be served raw be frozen before serving?

Communication

- How can fish be prepared according to a customer's preference?
- How can the importance of the proper care and handling of fish be communicated to employees?

Leadership

- Why must fish be handled in a completely sanitary manner?
- How can fish be butchered to reduce food waste?

Management

- What are the risks and legal complications of serving raw and undercooked fish?
- How can fish be chosen for the menu to make it more sustainable and reduce food waste?

National Standards for Family and Consumer Sciences Education

8.5.5

Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 97

Identify types of shellfish and their utilizations.

Definition

Identification should include

- listing types of shellfish
- listing standard weights of each type
- describing common utilizations and cooking methods for each type
- explaining shellfish tags, including how they are used to manage food safety.

Process/Skill Questions

Thinking

- Why is it important to ensure all fresh shellfish are alive?
- What factors determine the best cooking methods for shellfish?
- How should shellfish be thawed?
- How do cooking methods affect the nutritional value of shellfish?
- What are the safe minimal internal temperatures for various types of shellfish?

Communication

- How can the importance of the proper care and handling of shellfish be communicated to employees?
- How can shellfish be prepared according to a customer's preference?

Leadership

- Why must shellfish be handled in a completely sanitary manner?

Management

- What are the risks and legal complications of serving undercooked shellfish?

National Standards for Family and Consumer Sciences Education

8.5.5

Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 98

Explain the preparation methods and pairings for stocks, soups, and sauces.

Definition

Explanation should include

- listing common stocks, soups, and sauces
- identifying the preparation methods used for each
- comparing the preparation methods
- describing common pairings/applications.

Process/Skill Questions

Thinking

- What is the difference between a stock and a broth?
- Why are commercial bases used instead of a stock or broth in many kitchens?
- How can sauces enhance the flavor of various foods?
- Why is soup an appetizer on most menus?
- What are the benefits of and problems with using a soup base vs. a stock made from scratch?

Communication

- How can employees accommodate the varied requests of customers for sauces?

Leadership

- How do soup selections vary from region to region? Why?
- What are the proper methods for cooling and storing stocks, soups, and sauces?

Management

- What determines the types of soups to offer on the menu?

National Standards for Family and Consumer Sciences Education

8.5.6

Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 99

Identify fruits, vegetables, and farinaceous items.

Definition

Identification should include

- listing common fruits, vegetables, and farinaceous items (i.e., grains and legumes) and their utilizations
- explaining the purposes of including each item in a meal (e.g., add color, texture, flavor, size, shape, nutrients)
- describing common preparation methods
- explaining why freshness is key to successful preparation of these items
- describing the advantage of local and seasonally grown fruits and vegetables.

Process/Skill Questions

Thinking

- How does cooking affect the nutritional content of fruits, vegetables, and farinaceous items?
- What is the role of vegetables in a menu?
- How can the nutritional content of vegetables be preserved?
- How are refined and unrefined grain products different?
- What are the principles of starch cookery?

Communication

- How can the chef communicate methods of serving fruits, vegetables, and farinaceous items to complement the presentation of the entrée?

Leadership

- What sanitation practices should be followed to ensure the safety of fruits and vegetables?
- What factors should be considered when selecting, storing, preparing, and cooking fruits and vegetables?
- How do vegetable and fruit selections vary from region to region?
- How do vegetable and fruit selections vary from season to season?

Management

- Why is it important to understand purchase specifications, such as size, count, and grade?
- How does a food service operation determine the types of vegetables and fruits to offer on the menu?

National Standards for Family and Consumer Sciences Education

8.5.7

Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 100

Identify a variety of breakfast meats.

Definition

Identification should include common breakfast meats, their utilizations, and their different preparation methods.

Process/Skill Questions

Thinking

- What are some types of breakfast meats?
- What criteria should be used in determining breakfast meats to serve?
- What are some nutritional alternatives to traditional breakfast meats?
- Why should sodium content be a concern when preparing breakfast meats?

Communication

- Why should customers be offered choices of breakfast meats?

Leadership

- What skills are needed to prepare breakfast meats?
- How flexible should employees be in preparing breakfast meats to a customer's specification?

Management

- How can customers provide input into the process of creating a breakfast menu?

National Standards for Family and Consumer Sciences Education

8.5.1

Demonstrate professional skills in safe handling of knives, tools, and equipment.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 101

Identify a variety of egg products.

Definition

Identification should include various egg products, their utilizations, and their different preparation methods.

Process/Skill Questions

Thinking

- What criteria should be used in determining egg products?
- What are the benefits of using pasteurized egg products?

Communication

- Why should customers be offered a choice of egg products?

Leadership

- What safety procedures should be followed when handling raw eggs?

Management

- What kind of special training do employees need to prepare egg products?

National Standards for Family and Consumer Sciences Education

8.5.11

Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 102

Identify a variety of breakfast cereals.

Definition

Identification should include various cereals made from oats or corn and their different preparation methods.

Process/Skill Questions

Thinking

- What criteria should be used in determining which hot breakfast cereal to offer?
- What are the benefits of using whole-grain cereals?
- Why are hot breakfast cereals a viable alternative to traditional breakfast foods?

Communication

- How are techniques used in the preparation of hot breakfast cereals communicated?

Leadership

- How can one determine the types of hot cereals to offer on the menu?

Management

- What precautions must be observed when preparing hot breakfast cereals?

National Standards for Family and Consumer Sciences Education

8.5.11

Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 103

Identify breakfast batter products.

Definition

Identification should include various types of breakfast batter products (e.g., pancakes, waffles, muffins, crepes) and their different preparation methods.

Process/Skill Questions

Thinking

- What are the differences between quick bread and yeast bread batters?

Communication

- How can one communicate the nutritional benefits of using whole grains in batters?

Leadership

- How can one determine the best way to prepare the different types of batters?

Management

- What criteria should managers use in determining types of batter products to offer?

National Standards for Family and Consumer Sciences Education

8.5.11

Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 104

Prepare a variety of breakfast meats.

Definition

Preparation should include using various cooking techniques (e.g., fry, broil, use of an oven) and describing each step.

Process/Skill Questions

Thinking

- Why should breakfast meats be tested for doneness?
- What are the advantages and disadvantages of pre-cooked vs. raw meats?
- What are some alternatives to common breakfast meats?
- What is the advantage of using layout bacon vs. bulk?

Communication

- How does one communicate the importance of cooking breakfast meats at the correct temperature to control the release of carcinogens?

Leadership

- What skills are needed to prepare breakfast meats?

Management

- What are the proper storage methods for breakfast meats?

National Standards for Family and Consumer Sciences Education

8.5.11

Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 105

Prepare eggs using various methods.

Definition

Preparation should include using various cooking techniques (e.g., scramble, fry, poach) for eggs and egg products, and describing the steps in each.

Process/Skill Questions

Thinking

- Why should eggs be tested for doneness?
- Why should pasteurized eggs be used in bulk cooking?

Communication

- What criteria should be used in determining egg preparations?
- How can customers be informed of the advantages of egg substitutes?

Leadership

- What skills are needed to prepare eggs?

Management

- What are the proper storage methods for eggs and egg products?
- What considerations are needed when preparing eggs in large quantities?

National Standards for Family and Consumer Sciences Education

8.5.11

Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

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Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 106

Prepare hot breakfast cereals.

Definition

Preparation should include using cooking techniques for a variety of cereals and describing the steps involved in each.

Process/Skill Questions

Thinking

- What are some nontraditional breakfast cereals?
- What are some categories of hot cereals?
- What are some common accompaniments and/or garnishes?
- What are the advantages and disadvantages of preparing different forms of hot breakfast cereals, such as instant oatmeal vs. rolled oats?
- What causes lumping in hot breakfast cereals?
- Why should the cooking liquid come to a boil before adding the cereal?

Communication

- How often should hot breakfast cereals be stirred during cooking?
- What precautions should be taken during preparation when using milk instead of water as a cooking liquid?

Leadership

- What nutritional values are met by hot breakfast cereals?
- What skills are needed to prepare hot breakfast cereals?

Management

- How can hot cereal leftovers be reused?
- What holding procedures need to be considered for hot breakfast cereals?

National Standards for Family and Consumer Sciences Education

8.5.11

Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

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FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 107

Prepare breakfast batter products.

Definition

Preparation should include using cooking techniques for a variety of batter products and describing the steps involved in each.

Process/Skill Questions

Thinking

- What are some common accompaniments and/or garnishes?
- What causes lumping in batter products?
- Why should batter products ingredients be cold?

Communication

- Why should batter products be made in small, manageable batches?

Leadership

- What are the considerations for preparing batter products with economy in mind? With nutrition in mind?
- What skills are needed to prepare batters?

Management

- How can varying the proportions of a batter change the results?
- What equipment is needed for the production of batter products?

National Standards for Family and Consumer Sciences Education

8.5.11

Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Exploring Garde Manager Techniques

Task Number 108

Prepare cold salads.

Definition

Preparation should include describing each step and making various types of side and main course salads.

Process/Skill Questions

Thinking

- What are the nutritional considerations when choosing salad greens?
- How do side salads differ from main course salads?

Communication

- Why should raw, ready-to-eat products used in salads be thoroughly washed?

Leadership

- What added precautions should be taken when working with protein salads?
- Why is personal hygiene important when handling raw, ready-to-eat products?

Management

- What are the four components of a basic salad?
- How does proper storage preserve the quality of salads?

National Standards for Family and Consumer Sciences Education

8.5.8

Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 109

Prepare cold dressings.

Definition

Preparation should include describing each step and making a variety of cold dressings.

Process/Skill Questions

Thinking

- What are the reasons for using a dressing?
- How can alternative ingredients change the nutritional value of a dressing?
- What are the advantages of using pasteurized egg products in a dressing?

Communication

- What are the basic ingredients in dressings?
- What do the terms *emulsify* and *emulsification* mean?

Leadership

- What safety and sanitation practices should be used when preparing and storing dressings?

Management

- How do vinaigrette, creamy, and emulsified dressings differ in ingredients and preparation?

National Standards for Family and Consumer Sciences Education

8.5.8

Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 110

Prepare cold sandwiches.

Definition

Preparation should include describing each step and making a variety of cold sandwiches.

Process/Skill Questions

Thinking

- How can alternative ingredients change the nutritional value of cold sandwiches?

Communication

- What are the types of cold sandwiches?
- What are the types of spreads?
- What are the basic components of cold sandwiches?
- What are some common accompaniments to cold sandwiches?

Leadership

- What sanitation practices should be followed in preparing and serving cold sandwiches?

Management

- What are the short-term and long-term storage considerations for cold sandwiches?

National Standards for Family and Consumer Sciences Education

8.5.9

Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

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Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Exploring Baking Fundamentals

Task Number 111

Define baking terms.

Definition

Definition should include terms such as *proofing*, *fermenting*, *tempering*, *docking*, *pipng*, *blooming*, *kneading*, and *leavening*.

Process/Skill Questions

Thinking

- What terminology is important to the commercial baker?

Communication

- What are the different categories of baked goods?

Leadership

- How does a restaurant decide whether to prepare baked goods from scratch on premises or to procure baked goods from outside vendors?

Management

- What are the different leavening applications?
- How are baked goods used?

National Standards for Family and Consumer Sciences Education

8.5.10

Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

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FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 112

Identify equipment and utensils used in baking.

Definition

Identification should include

- explaining the use of common equipment, such as mixer, sheeter, proofing cabinet, retarder, bakery oven, pans, molds, and rings
- explaining that baking equipment and utensils should be of good quality and durability because of exposure to a variety of ingredients and extreme changes in temperature.

Process/Skill Questions

Thinking

- How does a baking surface affect the final product?
- Why should baking pans be properly lined?

Communication

- What is the effect of convection ovens on baked goods?
- What is the effect of conventional ovens on baked goods?
- Why is it important to have a thorough knowledge of assembly of baking equipment?

Leadership

- Why should equipment be cleaned and sanitized?

Management

- How does time and temperature vary between conventional and convection ovens?
- Why is it more effective to use weight as a measurement tool for baked goods?

National Standards for Family and Consumer Sciences Education

8.3

Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 113

Identify the ingredients used in baking and their functions.

Definition

Identification should include defining the following baking ingredients and explaining the function of each:

- Flour (e.g., all-purpose, pastry, bread, whole wheat)
- Liquid
- Flavoring
- Sweetener
- Salt
- Fat
- Binder
- Leavening agent

Process/Skill Questions

Thinking

- How does flour type affect the nutritional value of the finished product?
- How does flour type affect the finished product of a baked good?
- What are the benefits of using pasteurized egg products in baking?
- What alternative ingredients may be used in baking to enhance nutritional value?

Communication

- How are artificial sweeteners used in baking?
- What are the different types of leaveners?

Leadership

- How would a baker determine which flour to use for a given product?

Management

- How does the selection of ingredients affect the overall outcome of a baked product?
- How does storage temperature and humidity affect the use and shelf life of ingredients?
- How does altitude affect leavening?

National Standards for Family and Consumer Sciences Education

8.5

Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 114

Prepare quick breads.

Definition

Preparation should include

- defining the term *quick bread*—bread that does not contain yeast and has a cake-like quality
- naming examples of quick breads (e.g., biscuits, muffins, scones, waffles, pancakes, loaf breads)
- mixing common quick bread ingredients (i.e., flour, liquid, sweetener, salt, fat, binder, leavening agent)
- baking quick breads, following standard procedures.

Process/Skill Questions

Thinking

- How are quick breads leavened?
- What are three mixing methods used to prepare a quick bread mixture? How does each method affect the finished product?
- What is the purpose of cutting in?

Communication

- What are the differences between muffins and biscuits?
- What is an example of a chemical leavening agent?
- What are the characteristics of properly mixed and baked muffins and biscuits?

Leadership

- What is the difference between baking powder and baking soda?

Management

- What are the characteristics of properly mixed and baked muffins and biscuits?

National Standards for Family and Consumer Sciences Education

8.5.10

Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

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FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 115

Prepare pies and tarts.

Definition

Preparation should include

- distinguishing among three types of pie crust and tart shells (i.e., crumbly, flaky, and mealy)
- determining the type of crust required for the type of pie being made
- making the crust and filling for various types of pies and tarts according to standardized recipes
- baking pies and tarts, following standard procedures.

Process/Skill Questions

Thinking

- What are some alternative mixing methods?
- How do different fats affect a crust?
- What is the definition of the term *blind baking*?
- What is the definition of the term *docking*?

Communication

- What are the three types of pie crusts and tart shells (e.g., flaky, crumbly, and cookie dough)?
- What are the types of pie and tart fillings?
- What is the difference between a pie and a tart?

Leadership

- How does one determine which crust to use for a particular filling?
- Why is ingredient temperature important?

Management

- What are the different types of decorative tops?
- What are the different types of decorative edges?
- How can a pie or tart be tested for doneness?

National Standards for Family and Consumer Sciences Education

8.5.10

Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

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FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Task Number 116

Prepare cookies.

Definition

Preparation should include

- identifying various types of cookies, such as drop, icebox, piped, stenciled, bar, cutout, twice-baked, and molded
- making various types of cookies according to standardized recipes.

Process/Skill Questions

Thinking

- What are some characteristics of a finished cookie? How might they differ?
- What is the effect of carry-over cooking on the finished product?
- Why is it important to add eggs separately when mixing cookie dough?
- How is the spread of a cookie determined?

Communication

- What is the most common process used for mixing cookie dough?
- What is the creaming method?
- What are the main types of cookies?

Leadership

- How does sugar selection (e.g., granulated, confectioners, brown) affect the final product?
- How does fat selection (e.g., butter, margarine, vegetable or animal shortening) affect the final product?
- What are some appropriate substitutions for common allergens in cookies?

Management

- What factors influence the spread of a cookie?

National Standards for Family and Consumer Sciences Education

8.5.10

Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

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FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Professional Presentation

Serving in the Dining Room

Task Number 117

Describe the types of table service and table settings.

Definition

Description should include

- listing the defining characteristics of each type of table service (e.g., butler, French, Russian, American, banquet, tableside, family style)
- explaining the table setting required for each type of service
- setting the table according to an identified type of service.

Process/Skill Questions

Thinking

- How do the types of table service differ? What is the purpose of each type?
- How might the type of food served affect the type of table service?

- Why is the appearance of the dining area and waitstaff important to the customer?
- Why is it important to make the dining experience pleasurable for all guests?

Communication

- What communication skills are needed by waitstaff for all types of table service?
- How can the proper use of utensils be communicated to customers?

Leadership

- What customer expectations should determine the most appropriate type of table service and table setting to use?
- How can waitstaff be trained in each type of table service?

Management

- What factors affect management's decision about the type(s) of service the food service establishment should offer?
- Why should staff be trained in setting up more than one type of table service?
- Why should guests be served from the correct side?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 118

Communicate with diverse customers.

Definition

Communication should include

- speaking slowly, clearly, and loudly enough to be understood
- using appropriate body language, including eye contact and a pleasant expression
- maintaining a friendly, helpful, and professional attitude at all times
- showing politeness and courtesy at all times
- treating all people equally.

Process/Skill Questions

Thinking

- Why should a server be sensitive to the ethnic and cultural differences of customers?
- What unique waitstaff skills can improve guest satisfaction and staff gratuities?

Communication

- What population does the Americans with Disabilities Act (ADA) protect?
- How can servers communicate effectively with guests who do not understand English?

Leadership

- What are the legal responsibilities of a food service establishment?
- What problem-solving techniques can be used to address on-the-spot issues with customers?
- How can the employee know when to call upon the manager for help with dealing with a problem customer?

Management

- How should a customer complaint be handled?
- What are some effective ways to deal with customers who are contentious?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 119

Demonstrate beverage service.

Definition

Demonstration should include preparing and serving coffee, tea, iced tea, and other beverages.

Process/Skill Questions

Thinking

- What safety concerns are involved in beverage service (e.g., high heat, broken glass)?
- What are the various ways that coffee may be prepared?

Communication

- What is the proper method of dispensing ice?
- Why is the server generally the worker who is responsible for preparation of beverages?

Leadership

- Why is temperature important in the production of coffee and tea?
- What sanitation practices should be observed when handling and storing beverage serving pieces?

Management

- What safety precautions should be taken when serving hot beverages to customers?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Using Business and Mathematics Skills

Task Number 120

Determine food costs.

Definition

Determination should include

- identifying methods to determine cost per food item or portion
- identifying the cost components of food production

- evaluating environmental factors related to food costs.

Process/Skill Questions

Thinking

- What mathematical operations are performed when finding cost of food portions?

Communication

- When do food costs rise and fall?

Leadership

- What resources are available to help with identifying the cost of resources?

Management

- What precautions must be taken when converting a recipe?

National Standards for Family and Consumer Sciences Education

8.6.10

Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.

8.6.3

Apply accounting procedures in planning and forecasting profit and loss.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Financial Fitness: Spending

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Event Management

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 121

Demonstrate recipe conversion.

Definition

Demonstration should include

- performing unit conversions
- explaining that the conversion factor (CF) is the number that results from dividing the desired yield by the yield stated in a recipe
- explaining that multiplying the amount of any ingredient in a recipe by the CF gives the amount of the ingredient to use in the converted recipe
- performing conversions of recipes to increase or decrease the yield by specified amounts.

Process/Skill Questions

Thinking

- What mathematical operations are performed in a recipe or formula conversion?

Communication

- When must recipes and formulas be converted?

Leadership

- What resources are available to help with recipe and formula conversions?

Management

- What precautions must be taken when converting a small-yield recipe to a large-yield recipe?

National Standards for Family and Consumer Sciences Education

8.5.3

Demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 122

Identify culinary units of measurement and measurement tools.

Definition

Identification should include

- metric vs. U.S. Customary
- units of measurement for weight (e.g., ounces, pounds, grams) and for volume (e.g., tablespoons, milliliters, cups)
- the difference between ounces in weight vs. ounces in volume
- tools used for measurement (e.g., scale, liquid or dry measuring cups and measuring spoons).

Process/Skill Questions

Communication

- Why is it important to have the right equipment?

Leadership

- What skills are needed to select, use, and maintain food production tools and equipment?

Management

- What tools are needed to measure using different systems?

National Standards for Family and Consumer Sciences Education

8.5.3

Demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Take the Lead

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 123

Prepare a handwritten guest check.

Definition

Processing should include

- filling out the check
- pricing the check, including tax and gratuity
- verifying the accuracy of the check
- collecting the money and making change.

Process/Skill Questions

Thinking

- What are the basic parts of a guest check?
- What is the effect of the human factor in verifying the accuracy of the guest check?

Communication

- Why is it important for handwritten guest checks to be written in a neat, legible, and organized manner?

Leadership

- How can the check be computed in an efficient manner?
- What is the most efficient way to make change?

Management

- How can management ensure that all waitstaff prepare and process guest checks accurately?

National Standards for Family and Consumer Sciences Education

8.7

Demonstrate the concept of internal and external customer service.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Interpersonal Communications

Professional Presentation

Task Number 124

Identify types of dining establishments.

Definition

Identification of establishments should include full service, quick service, quick casual, family, themed, cafeteria, catering, and snack bar.

Process/Skill Questions

Thinking

- What factors affect management's decision about the kinds of service an establishment should use?
- How does the menu influence the style of service and clientele?

Communication

- What factors influence customers' decisions regarding selection of dining establishments?

Leadership

- How does the decor of the establishment influence the style(s) of service use?

Management

- How can style of service influence customers' expectations and behavior?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Job Interview

Professional Presentation

Task Number 125

Demonstrate procedures for marketing to customers.

Definition

Demonstration should include

- approaching guests in a friendly and professional manner
- making suggestions appropriately
- showing knowledge of the menu
- handling special requests gracefully
- maintaining customer-service standards.

Process/Skill Questions

Thinking

- Why is flexibility an important attribute for waitstaff?

Communication

- What specialized skills would be valuable for a server to possess?
- What are the basic standards of customer service?

Leadership

- Why is it important to offer customers alternative menu selections, such as heart-healthy, vegan, gluten-free, or low-calorie?

Management

- What special waitstaff skills can improve guest satisfaction and gratuities?
- What are some ideas for handling unexpected problems while serving?

National Standards for Family and Consumer Sciences Education

8.6.8

Implement marketing plan for food service operations.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Task Number 126

Describe the interrelationships and workflow between dining room and kitchen operations.

Definition

Description should include

- ways the wait staff and kitchen staff support one another
- why positive interrelationships between wait staff and kitchen staff are vital to the success of any food operation
- how staff should communicate clearly and directly through verbal and written communications.

Process/Skill Questions

Thinking

- How can cross-training enhance the food service operation?

Communication

- Why is clear communication vital between the front- and the back-of-the-house personnel?
- Why is a positive attitude important to communicating?
- How does good communication benefit the food service operation's bottom line?

Leadership

- How important is team unity in a food service operation?

Management

- Who is responsible for ensuring a positive dining experience for customers?
- How can management ensure good interrelationships and smooth workflow between kitchen staff and waitstaff?

National Standards for Family and Consumer Sciences Education

8.6.10

Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Job Interview

Professional Presentation

Investigating the Food Service Industry

Task Number 127

Describe the scope of the food service industry within the hospitality industry.

Definition

Description should include the two-fold purpose of the hospitality industry:

- To satisfy the physical and psychological expectations of guests by providing a good product (e.g., meal, hotel room) and a good service (e.g., appropriate delivery of the meal or hotel room) at an appropriate price
- To make provision of good service both the mission and the product of the hospitality industry.

Process/Skill Questions

Thinking

- How is the food service industry affected by geography, culture, economics, and logistics?
- Throughout the history of the United States, how has the food service and hospitality industry grown?

Communication

- What are the philosophies that guide the hospitality industry in general, and the food service industry in particular?
- What types of communication are needed in the food service and hospitality industry?

Leadership

- What training is needed to work in the food service industry?
- What are the career path options in the food service industry?

Management

- Where can hospitality services be accessed?
- How does the hospitality industry relate to the larger travel and tourism industry?

National Standards for Family and Consumer Sciences Education

8.6

Demonstrate implementation of food service management and leadership functions.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Interpersonal Communications

Job Interview

Professional Presentation

Task Number 128

Identify professional food service organizations.

Definition

Identification should include

- explaining the purposes and benefits of food service organizations
- describing at least five major organizations that benefit food service workers (e.g., American Culinary Federation, National Restaurant Association, American Dietetics Association, World Tourism Organization, International Hotel and Restaurant Association, School Nutrition Association).

Process/Skill Questions

Thinking

- What is the organizational structure of a professional food service organization?
- What are the principal functions of a professional organization?

Communication

- How can belonging to a professional organization help one improve communication skills?
- How can the benefits of belonging to a professional organization be communicated to food service employees?

Leadership

- How can participation in professional organizations enhance employability?
- What leadership opportunities can professional organizations offer the participant?

Management

- How can management help employees become aware of the advantages of membership in professional organizations?
- Why are professional food service organizations important?

National Standards for Family and Consumer Sciences Education

8.6

Demonstrate implementation of food service management and leadership functions.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Job Interview

Leadership

Professional Presentation

Public Policy Advocate

SOL Correlation by Task

39	Analyze the meaning of work and the meaning of family.	English: 10.5, 11.5 History and Social Science: GOVT.1
40	Compare how families affect work life and how work life affects families.	English: 10.5, 11.5 History and Social Science: GOVT.1
41	Analyze the meaning of work and the meaning of family.	
42	Explore the history of culinary arts.	English: 10.5, 10.8, 11.5, 11.8 History and Social Science: VUS.1, VUS.8
43	Describe the role of food and foodways in the history of Virginia.	English: 10.5, 11.5 History and Social Science: VUS.2
44	Identify the duties and responsibilities of each member of the classical kitchen brigade.	English: 10.5, 10.8, 11.5, 11.8
45	Investigate careers in the culinary arts and hospitality industries.	English: 10.5, 10.8, 11.5, 11.8 History and Social Science: GOVT.15
46	Implement kitchen safety procedures.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
47	Explain safety data sheets (SDS).	English: 10.5, 11.5 Science: CH.1
48	Describe safety hazards in food service operations.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
49	Demonstrate the use of cleaners and sanitizers.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
50	Explain the classes of fires and the method of extinguishing each.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
51	Describe professional knife safety.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
52	List the regulatory agencies, laws, and regulations that govern safety in the food service environment.	English: 10.6, 11.6

		History and Social Science: VUS.13, VUS.14
53	Identify microorganisms related to food contamination.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.4 Science: BIO.4
54	Identify food-borne illnesses, including their causes and symptoms.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.4 Science: BIO.4
55	Explain factors that make foods potentially hazardous.	English: 10.5, 11.5
56	Explain safe food handling, production, storage, and service procedures.	English: 10.5, 11.5 History and Social Science: VUS.8
57	Identify personal hygiene and health practices.	English: 10.5, 11.5 History and Social Science: VUS.8, WHI.6
58	Identify common food allergies.	English: 10.5, 11.5
59	Complete a daily sanitation inspection.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
60	Follow a schedule and standard procedures for cleaning and sanitizing equipment and facilities.	History and Social Science: VUS.8, WHII.8
61	Identify industry-standard waste disposal and recycling procedures.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
62	Describe measures for pest control and eradication in the food service environment.	English: 10.5, 11.5 History and Social Science: VUS.8, WHII.8
63	List the agencies and regulations that govern sanitation in the food service environment.	English: 10.5, 11.5 History and Social Science: GOVT.9
64	List the requirements for receiving and storing raw foods, prepared foods, and dry goods.	English: 10.5, 11.5
65	Conduct an inventory of food and nonfood items.	English: 10.5, 10.6, 11.5, 11.6
66	Explain the regulations for inspecting and grading foods.	English: 10.5, 11.5 History and Social Science: VUS.13, VUS.14

67	Outline the flow of food from grower to buyer.	English: 10.6, 11.6
68	Explain formal and informal purchasing methods.	English: 10.5, 11.5
69	Describe the purpose of a requisition.	English: 10.5, 11.5
70	Describe market fluctuations and their effects on product cost.	English: 10.5, 11.5 History and Social Science: GOVT.15
71	Explain the legal and ethical considerations of purchasing.	English: 10.5, 11.5 History and Social Science: GOVT.15
72	Describe the importance of product specifications.	English: 10.3, 10.5, 11.3, 11.5 History and Social Science: GOVT.15
73	Evaluate foods to determine conformity with specifications.	English: 10.5, 11.5
74	Describe the steps in receiving and storing nonfood items.	English: 10.5, 11.5
75	Explain USDA nutritional guidelines.	English: 10.5, 11.5 History and Social Science: GOVT.15
76	Explain concepts related to energy balance.	English: 10.5, 11.5 Science: BIO.2
77	Describe the nutritional components of food.	English: 10.5, 11.5 Science: BIO.2
78	Evaluate personal diets, using the recommended dietary allowances.	English: 10.5, 11.5
79	Explain cooking and storage techniques that promote maximum retention of nutrients.	English: 10.5, 11.5
80	Identify hand tools and utensils used in food preparation.	English: 10.5, 11.5 History and Social Science: WHI.2
81	Demonstrate knife skills.	
82	Identify operation of kitchen equipment.	English: 10.5, 10.6, 11.5, 11.6
83	Identify the uses of a variety of cookware.	English: 10.5, 10.6, 11.5, 11.6
84	Describe the components of a standardized recipe.	English: 10.3, 10.5, 11.3, 11.5
85	Follow a standardized recipe.	English: 10.5, 10.6, 11.5, 11.6
86	Explain dry-heat cooking methods.	English: 10.5, 10.6, 11.5, 11.6
87	Explain moist-heat cooking methods.	English: 10.5, 11.5
88	Explain combination cooking methods.	English: 10.5, 11.5
89	Demonstrate scaling and measuring techniques for weight.	Science: PH.1
90	Demonstrate scaling and measuring techniques for volume.	Science: PH.1
91	Apply time-management principles to planning, preparing, and serving food.	
92	Design a kitchen workstation to facilitate preparation of a menu item.	
93	Describe uses of herbs, spices, oils, vinegars, and condiments.	English: 10.5, 11.5

94	Identify common red meat carcasses and their utilizations.	English: 10.5, 10.6, 11.5, 11.6
95	Identify types of poultry and their utilizations.	English: 10.5, 10.6, 11.5, 11.6
96	Identify types of fish and their utilizations.	English: 10.5, 10.6, 11.5, 11.6
97	Identify types of shellfish and their utilizations.	English: 10.5, 10.6, 11.5, 11.6
98	Explain the preparation methods and pairings for stocks, soups, and sauces.	English: 10.5, 10.6, 11.5, 11.6
99	Identify fruits, vegetables, and farinaceous items.	English: 10.5, 10.6, 11.5, 11.6
100	Identify a variety of breakfast meats.	English: 10.5, 11.5
101	Identify a variety of egg products.	English: 10.5, 11.5
102	Identify a variety of breakfast cereals.	English: 10.5, 11.5
103	Identify breakfast batter products.	English: 10.5, 11.5
104	Prepare a variety of breakfast meats.	English: 10.5, 11.5
105	Prepare eggs using various methods.	English: 10.5, 11.5
106	Prepare hot breakfast cereals.	English: 10.5, 11.5
107	Prepare breakfast batter products.	English: 10.5, 11.5
108	Prepare cold salads.	English: 10.5, 11.5
109	Prepare cold dressings.	English: 10.5, 11.5
110	Prepare cold sandwiches.	English: 10.5, 11.5
111	Define baking terms.	English: 10.3, 11.3
112	Identify equipment and utensils used in baking.	English: 10.5, 11.5
113	Identify the ingredients used in baking and their functions.	English: 10.3, 11.3
114	Prepare quick breads	English: 10.3, 11.3
115	Prepare pies and tarts.	English: 10.5, 11.5
116	Prepare cookies.	English: 10.5, 11.5
117	Describe the types of table service and table settings.	English: 10.3, 10.5, 10.6, 11.3, 11.5, 11.6
118	Communicate with diverse customers.	English: 10.1, 11.1
119	Demonstrate beverage service.	
120	Determine food costs.	
121	Demonstrate recipe conversion.	Mathematics: A.1, A.4
122	Identify culinary units of measurement and measurement tools.	
123	Prepare a handwritten guest check.	
124	Identify types of dining establishments.	English: 10.5, 11.5
125	Demonstrate procedures for marketing to customers.	
126	Describe the interrelationships and workflow between dining room and kitchen operations.	History and Social Science: GOVT.3
127	Describe the scope of the food service industry within the hospitality industry.	English: 10.5, 11.5 History and Social Science: GOVT.3
128	Identify professional food service organizations.	English: 10.5, 10.8, 11.5, 11.8

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because

the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

Teacher Resources

Cooking in the Archives: Updating Early Modern Recipes (1600-1800) in a Modern Kitchen.
<https://rarecooking.com/>

Virginia ProStart Teacher Handbook: https://issuu.com/vrlta/docs/virginia_prostart_teachers_handbook

Virginia's All Aspects of an Industry: Web Resources

Virginia's All Aspects of an Industry
<http://www.cteresource.org/featured/aai.html>

Explore this site to find lots of Web addresses helpful in instructing students in Virginia's All Aspects of an Industry. Teachers may click on each skill to access related lesson plans and other resources for teaching the skill.

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Certified Kitchen Cook Examination
- Certified Restaurant Server Examination
- College and Work Readiness Assessment (CWRA+)
- Commercial Baking Examination
- Commercial Foods Assessment
- Culinary Arts Assessment
- Culinary Arts Cook Assessment (ACF/NOCTI)
- Culinary Arts Examination
- Culinary Arts Prep Cook Assessment (ACF/NOCTI)
- Food Science Fundamentals Assessment
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- ProStart Certificate of Achievement Examinations
- Restaurant, Food and Beverage Services Assessment
- ServSafe Manager Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Culinary Arts II (8276/36 weeks, 280 hours)
- Culinary Arts Specialization (8279/36 weeks)
- Food Science and Dietetics (8239/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Culinary Arts (8249/18 weeks)
- Introduction to Culinary Arts (8250/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)

Career Cluster: Hospitality and Tourism	
Pathway	Occupations
Restaurants and Food and Beverage Services	Cook Executive Chef Food Service Manager Meeting and Convention Planner