Baking and Pastry Specialization

8279 36 weeks

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Acknowledgments

The components of this instructional framework were developed by the following business panelists:

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Correlations to the Virginia Standards of Learning were reviewed and updated by:
The Culinary Arts Specialization course provides students with skills and knowledge to pursue careers in the food service industry. In a hands-on environment, students apply nutritional principles, plan menus, use business and mathematics skills, select and maintain food service equipment, and adhere to safety and sanitation standards.

The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills, critical thinking, practical problem-solving, and entrepreneurial opportunities within the field of culinary arts.

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.
- 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.

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<tr>
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<th>Tasks/Competencies</th>
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<td>Analyze the meaning of work and the meaning of family.</td>
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<td>Identify management strategies for balancing work and family roles.</td>
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<td>Describe procedures for protecting consumers who have common food allergies.</td>
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<td>Adapt recipes for special dietary needs.</td>
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<td>+</td>
<td>Produce food products to meet customers' specific dietary requirements.</td>
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<td>+</td>
<td>Demonstrate cooking and holding techniques that ensure maximum retention of nutrients and quality.</td>
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<td>+</td>
<td>Create a menu for a food service establishment.</td>
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<td>Develop a purchase order based on a menu.</td>
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<td>Develop a production schedule based on a menu.</td>
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<td>Calculate food cost.</td>
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<td>Determine food costs and recipe yields.</td>
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<td>Explain the components of a profit-and-loss statement.</td>
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<td>Estimate the cost of labor, based on production.</td>
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<td>Identify the regulations governing the issuance of a standard business license.</td>
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<td>Summarize the insurance requirements for a food service business.</td>
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<td>Maintain financial records for a business.</td>
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<td>Select equipment for various food service operations.</td>
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<td>Clean equipment used in production.</td>
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<td>Store equipment used in production.</td>
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<td>Maintain equipment used in production.</td>
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<td>Identify sources of energy used for cooking.</td>
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<td>Identify sources of employment opportunities.</td>
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<td>Identify entry-level positions in the food service industry.</td>
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<td>Identify career-progression options.</td>
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<td>Identify postsecondary education opportunities.</td>
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<td>Create a career portfolio.</td>
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<td>Complete an admission application for a postsecondary institution.</td>
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<td>Demonstrate mise en place for baking and pastry.</td>
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<td>Describe the relationship between ingredients and quality of results.</td>
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<td>Identify baking and pastry ingredients and their functions.</td>
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<td>Identify baking and pastry-preparation errors.</td>
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<td>Prepare a variety of yeast-leavened doughs.</td>
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<td>Prepare a variety of baked goods, using laminated products.</td>
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<td>Prepare a variety of quick breads.</td>
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<td>Prepare a variety of cakes, using different mixing methods.</td>
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<td>Prepare a variety of fillings and icings.</td>
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<td>Finish cakes and pastries, using a variety of fillings and icings.</td>
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<td>Decorate cakes for special occasions.</td>
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<td>Prepare a variety of pies and tarts, using various scratch-made crusts.</td>
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<td>Prepare advanced mousses, creams, and custards.</td>
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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 how the evolution of the family life cycle affects choices and decisions
- examining personal and family values.

Process/Skill Questions

Thinking

- What factors should one consider when analyzing work and family structures?
- What criteria should one use 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 the family 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 do we need to develop workplace strategies for change?
• How can the family and the employer develop leadership skills in individuals?
• What leadership techniques do we need 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 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 related to 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 do one need to balance the effects of family life on work? Work life on families?
Leadership

- What leadership techniques does one need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques does one need to be 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 one analyze and manage ways families are affected by work life and work is affected by family life?
- What management skills does one need to minimize 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 041

**Identify management strategies for balancing work and family roles.**

**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 one consider when developing management strategies related to family or 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 of community activities and responsibilities to 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 does one need to develop strategies for balancing work and family roles?
• How can one communicate the importance of balancing work and family roles?

Leadership

• What leadership techniques can one use to address and resolve conflict regarding work and family roles?
• What skills do family members need to become leaders?
• What criteria should one use to assess efforts at balancing work and family roles?

Management

• What management skills does one need to set 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 does one need to deal with issues at different stages of the family life cycle?

Implementing Kitchen Safety

Task Number 42

Maintain a safety data sheet (SDS) book for a facility.

Definition

Maintenance should include

• continually updating the SDS book to include up-to-date sheets for all hazardous materials on site
• acquiring all new SDS provided by the Occupational Safety and Health Administration (OSHA) as they are issued
• ensuring that the SDS book is kept in a central location that is easily accessible.

Process/Skill Questions

Thinking

• What is the purpose of an SDS book?
• Where is the best location for an SDS book? Why is this important?

Communication

• How often should an SDS book be updated?
• How can the information in SDS be communicated to all food service employees?

Leadership
• Who is in charge of updating an SDS book?
• What training should employees have before handling hazardous materials?

Management

• How should management monitor safety in the facility?
• How can management be sure that the requirements for handling hazardous materials are being 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)

Check the national FCCLA portal.

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 43

Develop a schedule for safety.

Definition

Development should include
• scheduling the tasks in accordance with an accepted sequence and at accepted times
• following federal and state laws and regulations, local ordinances, and employer safety guidelines, in adherence to OSHA and U.S. Department of Labor standards
• training in cardiopulmonary resuscitation (CPR) and first aid
• including equipment maintenance in the safety schedule.

Process/Skill Questions

Thinking

• What are the differences between state laws and local ordinances regarding safety?
• Why are strict standards of cleanliness and equipment maintenance important?

Communication

• How can employees be made aware of essential safety codes?
• What resources are available for governing safety?

Leadership

• How should an employee report a safety violation?
• What strategies are used by managers to ensure that laws and regulations are met?

Management

• What resources are available for management to learn about new government codes?

National Standards for Family and Consumer Sciences Education

8.2
Demonstrate food safety and sanitation procedures.

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
Implementing Kitchen Sanitation

Task Number 44

Implement the hazard analysis and critical control points (HACCP) system during all food-handling processes.

Definition

Implementation should include

- following the HACCP system when handling all foods and performing all procedures that are likely to cause food-borne illnesses
- developing facility procedures, using HACCP, that will reduce the risk of food-borne illnesses
- monitoring procedures in order to keep food safe
- maintaining applicable records.

Process/Skill Questions

Thinking

- How should food safety and sanitation procedures be evaluated?
- What are food-borne illnesses?
- What is an outbreak of food-borne illness?
Communication

- What are the ramifications of food-borne illnesses in a facility?
- What are the steps for reporting a food-borne illness outbreak?

Leadership

- What procedures should be in place to report contamination of food items?
- Who should take leadership roles to ensure proper use of HACCP?

Management

- What steps are needed to monitor corrective actions, record keeping, and verification in the HACCP process?
- Who is responsible for HACCP training?
- What are the consequences to the food service establishment in the event of an outbreak of food-borne illness?

National Standards for Family and Consumer Sciences Education

8.2.4
Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.

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
Task Number 45
Create a sanitation inspection checklist.

Definition

Creation of a checklist should include

- identifying and reviewing the sanitation standards to be met
- listing all items to be inspected (e.g., all equipment; lighting; food temperatures; refrigeration, storage, and sewage and drainage facilities; pest-control practices)
- developing an in-house inspection sheet that covers all aspects, incorporating wholesome food production and service techniques
- providing for efficient ways to identify any modifications necessary to maintain compliance with the given standards.

Process/Skill Questions

Thinking

- Why is self-inspection important?
- How is self-inspection similar to the health department’s inspection?

Communication

- What local resources can be used in developing a self-inspection sheet?
- What career paths are available in the field of sanitation inspection?

Leadership

- How can the results of the inspection be used to improve food safety within the facility?
- How often should a sanitation should be done?
- What are some professional organizations that would inspect a food service facility?

Management

- What are some of the areas inspected?
- What are some of the wholesome food techniques included on the inspection?
- What tools would be used to conduct a self-inspection?
National Standards for Family and Consumer Sciences Education

8.2
Demonstrate food safety and sanitation procedures.

8.3.3
Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

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

Public Policy Advocate

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Task Number 46

Monitor cleaning and sanitizing procedures.

Definition

Monitoring should include
• developing a plan with the acceptable procedures for cleaning and sanitizing all items
• making sure that a schedule is followed
• using an inspection sheet for periodic checks.

Process/Skill Questions

Thinking

• Why are proper cleaning and sanitizing procedures important?
• How might improper cleaning and sanitizing procedures cause illnesses?
• Why should public and private areas be cleaned on a regular schedule?

Communication

• How can management stay informed of new procedures and equipment for cleaning and sanitizing?
• Why is it important to have sanitizing and cleaning procedure lists visible to the public?

Leadership

• Who develops the inspection sheet for a facility?
• Who is responsible for implementing the schedule for cleaning and sanitizing?

Management

• Who is responsible for monitoring cleaning and sanitizing procedures?
• Who is responsible for the maintenance of equipment and the facility?

National Standards for Family and Consumer Sciences Education

8.2
Demonstrate food safety and sanitation procedures.

8.3.3
Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

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

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**Task Number 47**

**Develop a schedule for sanitation.**

**Definition**

Development of a schedule should include

- scheduling the tasks in accordance with an accepted sequence and at accepted times
- following federal and state laws and regulations, local ordinances, and health guidelines.

**Process/Skill Questions**

**Thinking**

- Why is it important to follow sanitation and health codes?
- What are the differences between state laws and local ordinances regarding sanitation?
- What is the importance of strict standards of cleanliness and equipment maintenance?

**Communication**

- How can employees be made aware of essential sanitation codes?
- What resources are available for governing sanitation?

**Leadership**

- How should an employee report a sanitation violation?
- What strategies are used by managers to ensure that laws and regulations are met?

**Management**

- What resources are available for management to learn of new government codes?

**FCCLA National Programs**
Task Number 48

Describe procedures for protecting consumers who have common food allergies.

Definition

Description should include

- providing consumer information about foods that may cause allergic reactions
- providing menu notations about any allergy-causing ingredients in each dish.

Process/Skill Questions

Thinking

- What are the most common food allergens?
- How might allergies affect menu design?
- How do common food allergies affect banquet menus?

Communication
How can food allergy information be relayed to waitstaff and kitchen staff?
What information regarding potential allergens needs to be included on menus?
How can an employer ensure all employees understand the significance of food allergies?

Leadership

How can customers get additional information about food allergies?
How might food processing/preparation disseminate food allergens?

Management

What responsibility does a food service establishment have toward customers who have allergies?
What are the legal ramifications of improper labeling or providing false or incomplete allergy information?

National Standards for Family and Consumer Sciences Education

8.2
Demonstrate food safety and sanitation procedures.

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.

Entrepreneurship

Hospitality, Tourism, and Recreation

Nutrition and Wellness

Professional Presentation
Applying Nutritional Principles

Task Number 49

Adapt recipes for special dietary needs.

Definition

Adaptation should include

- outlining the current U.S. Department of Agriculture (USDA) dietary guidelines as well as the dietary guidelines provided by the American Heart Association and the American Diabetes Association
- modifying sample recipes to meet specific dietary needs (e.g., low sodium, gluten-free, sugar-free, low carb).

Process/Skill Questions

Thinking

- What are some dietary needs that may require modifying a recipe?
- What dietary considerations need to be followed when creating a menu?

Communication

- What are some resources for obtaining possible substitutions for a recipe to make it more nutritious?
- How can one obtain information about dietary guidelines?
- How can one determine the nutritional content of a specific recipe?

Leadership

- Who is responsible for ensuring that special dietary needs are being met?
- What is the moral responsibility of a food service employee to serve nutritionally sound and safe food?

Management

- What are the possible consequences if special dietary needs are not met?
- Who has the responsibility within a food service operation for ensuring that the food produced for customers with special dietary needs actually meets their needs?

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

Student Body: The Healthy You

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

Entrepreneurship

Food Innovations

Hospitality, Tourism, and Recreation

Nutrition and Wellness

Professional Presentation

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**Task Number 50**

**Produce food products to meet customers' specific dietary requirements.**

**Definition**

Production should include

- following American Heart Association and American Diabetes Association guidelines, as appropriate
- following dietary guidelines related to special diets (e.g., those imposed by allergies or chronic illnesses)
• using up-to-date and reliable online resources for information about dietary requirements.

**Process/Skill Questions**

**Thinking**

• How do dietary requirements and allergies affect food preparation?
• What foods and ingredients are most associated with food allergies?

**Communication**

• Why is it important for all food service employees to know about dietary requirements?
• How could the food service facility alert customers to ingredients that may cause allergic reactions?

**Leadership**

• What steps can be taken to ensure all employees are aware of customers' dietary requirements?
• How can resources be used to train employees about dietary restrictions?

**Management**

• Who is responsible for ensuring that dietary requirements are met?
• What are the possible consequences of noncompliance with dietary requirements?

**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

Student Body: The Healthy You

**FCCLA: STAR Events (2019)**
Check the national FCCLA portal.

Entrepreneurship

Food Innovations

Hospitality, Tourism, and Recreation

Nutrition and Wellness

Professional Presentation

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**Task Number 51**

**Demonstrate cooking and holding techniques that ensure maximum retention of nutrients and quality.**

**Definition**

Demonstration should include

- following HACCP guidelines
- explaining the effect of carry-over cooking procedures
- using standard cooking and storing techniques
- using batch cooking methods.

**Process/Skill Questions**

**Thinking**

- What is meant by the expression *nutrient loss*?
- How do cooking and holding techniques affect nutrients in food?
- How are nutrients affected by improper storage?

**Communication**

- How can the use of holding time and temperature logs be effective in maintaining integrity in food products?
- What is the benefit of nutritional information found on food labels?

**Leadership**

- Who is responsible for maintaining the holding time and temperature logs?
- What leadership skills are necessary to ensure food is prepared with minimum nutrient loss?

**Management**
• Who decides to dispose of improperly held food?
• How can profit be affected by improperly held food?

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: Family Ties
Power of One: Working on Working
Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts
Entrepreneurship
Hospitality, Tourism, and Recreation
Nutrition and Wellness
Professional Presentation

Planning Menus
Task Number 52

Create a menu for a food service establishment.

Definition

Creation should include

- menu pricing
- cycle menu
- á la carte menu
- fixed menu
- dessert menu
- banquet menu
- family-style menu
- seasonal menu
- menu for special needs.

Process/Skill Questions

Thinking

- What are the different types of menus, and when are they used?
- What is the purpose of a menu?

Communication

- How can the customer influence menu planning?
- How can the needs of the target customer be determined?

Leadership

- How is the type of menu offered by a food service establishment determined?
- Who is responsible for forecasting appropriate menu items?

Management

- Who develops the menu of a food service establishment?
- Who decides the rotation of menus?
- How do local competitors’ menus influence menu creation?
- What factors determine the pricing of menu items?

National Standards for Family and Consumer Sciences Education

8.4
Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
8.4.7
Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

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.

Culinary Math Management

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 53

Develop a purchase order based on a menu.

Definition

Development should include

- working with different vendors
- incorporating perishable and nonperishable food items in the order
• setting up a specification guide
• using product terminology.

Process/Skill Questions

Thinking

• What is a purchase order?
• What is a supply order?
• How do economic trends affect a purchase order?
• How does purchasing affect food cost?

Communication

• Why are vendors important when developing a menu?
• What resources can be used to determine menu item availability?

Leadership

• What are the steps involved in developing a purchase order?
• Who controls/manages the amount of inventory as it relates to a purchase order?

Management

• Who determines which vendor to use?
• What tools could management use to reinforce understanding of product terminology?
• Who ensures that inventory controls are correct?
• Who verifies accounts receivable information?
• How can purchasing increase or decrease profits?

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.

Culinary Math Management

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 54

Develop a production schedule based on a menu.

Definition

Development should include the following steps:

- List on the production schedule the names of the dishes to be produced.
- Identify the number of portions of each dish to be produced.
- Access the necessary recipes for production and ensure they meet current standards.
- Deliver the production schedule and recipes to the various departments in a timely manner (at least one day ahead, if possible).
- Hold a short preproduction meeting with the kitchen production team to review any potential problems such as product issues, time constraints, or equipment challenges.
- Supervise for compliance, checking that all work meets the standards that have been set.
- Review recipe yield and investigate reasons for significant shortages or surpluses.

Process/Skill Questions

Thinking

- What is the importance of a production schedule to menu development?
- What is the connection between a production schedule for menu items and cost control?
- Why is it important to use standardized recipes when planning a production schedule?
- What factors should be considered when determining portion sizes of each dish?
- Why should the number of portions that a recipe yielded be checked?

Communication

- How are production schedules communicated to every member of the kitchen staff?
- Why is communication important for food production?
- What types of information should be discussed in the preproduction meeting? Why is this important?
Leadership

- How can a leader ensure all members of the kitchen staff are fulfilling their duties in a production schedule?
- How does a preproduction meeting increase efficiency?
- How can a production schedule increase productivity?
- How can a production schedule reduce costs?

Management

- What are some techniques for supervising the kitchen staff for compliance?
- Why is it important to follow up on events and examine shortages and surpluses? Who should be responsible for completing the follow-up?

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.

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Interpersonal Communications
Using Business and Mathematics Skills

Task Number 55

Calculate food cost.

Definition

Calculation results in a food-cost percentage based on overall inventory. Calculation should include

- using the formula: food cost ÷ food sales = food-cost percentage
- explaining why costing out an operation’s menu is the only way to calculate ideal food cost (i.e., the target cost of food in an operation).

Process/Skill Questions

Thinking

- What are the benefits of knowing food costs?
- What are the benefits of knowing food sales?
- What is the importance of standardization to food cost?

Communication

- How does food loss or waste contribute to food cost?
- What is cost control? Why is it important to a food service business?

Leadership

- Who determines food costs and tracks foods sales?
- What leadership skills are needed to determine ideal food cost?

Management

- How can technology help keep track of food sales and food costs?
- What is the effect of inventory accuracy on food cost?

National Standards for Family and Consumer Sciences Education
8.4.7
Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Financial Fitness: Earning

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 Math Management

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 56

Determine food costs and recipe yields.

Definition

Determination should include

- recipe costing
• yield testing
• food-cost percentages.

**Process/Skill Questions**

**Thinking**

• What current economic trends influence a menu?
• What is the importance of recipe costing?
• What is the relationship between food cost and recipe yield? How can food cost influence recipe yield?

**Communication**

• How is recipe cost determined?
• What methods are used to determine the best price from a purveyor?
• How can the quality and quantity of a product affect the cost?

**Leadership**

• Who determines the cost of yield?
• What leadership skills are needed to meet food cost and yield targets?

**Management**

• Who determines the selling price of menu items?
• How does one choose the purveyor to use?

**National Standards for Family and Consumer Sciences Education**

8.4.7
Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

**FCCLA National Programs**

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Financial Fitness: Earning

Power of One: A Better You

Power of One: Working on Working
Task Number 57

Explain the components of a profit-and-loss statement.

Definition

Explanation should include

- sales vs. inventory
- waste
- overhead costs
- fixed costs
- variable costs
- labor costs
- food costs.

Process/Skill Questions

Thinking

- What are the components of a profit-and-loss statement?
- How does a profit-and-loss statement affect a facility?

Communication

- How can a profit-and-loss statement be used to determine purchasing needs?
- How is profit or loss determined?

Leadership

- Why is an inventory log necessary for a facility?
- Who controls fixed and variable costs?
Management

- Who maintains an inventory log?
- Who is in charge of the profit-and-loss statement?
- Why are variable costs highly indicative of management performance?
- Why is cost control so important to a chef’s job?

National Standards for Family and Consumer Sciences Education

8.6
Demonstrate implementation of food service management and leadership functions.

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: Earning

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Culinary Math Management

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 58
Estimate the cost of labor, based on production.

Definition

Estimation should include

- labor-cost percentages
- labor analysis
- production guide.

Process/Skill Questions

Thinking

- What is the cost of labor?
- How is the cost of labor determined?

Communication

- Why is the production guide important in the communication process?
- How does labor cost affect the creation of a menu and purchasing decisions?

Leadership

- Who is responsible for labor-cost analysis?
- Why are time-management studies important in labor cost analysis?

Management

- How can a labor-cost analysis be implemented in the facility?
- How can management controls be put in place to reduce labor cost?

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
Task Number 59

Identify the regulations governing the issuance of a standard business license.

Definition

Identification should include determining the local licensing procedures for a food service business.

Process/Skill Questions

Thinking

- Why is a business license required?
- What are some possible zoning conflicts that a food service business could encounter?

Communication

- What resources are available to research regulations for a standard business license?
- Who is responsible for communicating with state and local authorities?

Leadership

- Who is responsible for obtaining a business license?
- What licenses and permits are needed to start a food service business?
Management

- What are some differences between state and local regulations pertaining to food service operations?
- What authorities should be contacted to obtain a business license, a certificate of occupancy, or a health permit?
- Who maintains the business license?

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)
Check the national FCCLA portal.

Entrepreneurship

Hospitality, Tourism, and Recreation

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 60

Summarize the insurance requirements for a food service business.

Definition
Summary should include the types of mandatory insurance (e.g., fire, health, accident, liability, workers’ compensation).

**Process/Skill Questions**

**Thinking**

- Why is insurance important?
- Why is risk management important to a food service facility?

**Communication**

- What types of insurance are needed for the operation of a food service facility?
- What resources are available to help evaluate insurance companies?

**Leadership**

- How can insurance affect not only the employee but also the business as a whole?
- What type of insurance covers employees injured on the job?

**Management**

- Who is responsible for maintaining insurance coverage?
- Who determines the amount of liability insurance required for the business?

**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)**

Check the national [FCCLA portal](#).
Task Number 61

Maintain financial records for a business.

Definition

Maintenance should include

- payroll
- payable and receivable accounts
- depreciation
- taxes
- legal fees
- advertising and promotion costs.

Process/Skill Questions

Thinking

- Why is it important to maintain sound financial records?
- What are false statements?

Communication

- What are the consequences of making false statements?
- How can advertising enhance a food service business?

Leadership

- What financial strategies are used to operate a food service business?
- How do marketing decisions affect the finances of a business?

Management

- Who is responsible for maintaining accurate records?
- How do taxes affect the operation of a food service business?
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
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Spending
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Math Management
Entrepreneurship
Hospitality, Tourism, and Recreation
National Programs in Action
Professional Presentation

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Maintaining Food Service Equipment

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Task Number 62

Select equipment for various food service operations.

Definition

Selection should include

- identifying equipment needed for production in a specialty area
- explaining selection criteria for each piece of equipment.

Process/Skill Questions

Thinking

- Why is selecting the proper equipment important?
- What type of equipment would a specialty business need?

Communication

- What specifications are needed from the manufacturer?
- What other factors should be considered when purchasing equipment?

Leadership

- What safety regulations should be in place at a food service facility?
- Who is responsible for safety training?

Management

- Why is equipment safety training an important consideration when purchasing equipment?
- What consequences may result from the improper use of equipment?
- Why are insurance requirements important when operating equipment?

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
Task Number 63
Clean equipment used in production.

Definition

Cleaning should include

- demonstrating the use of the three-compartment sink
- using sanitizing products for various applications
- cleaning equipment, using product-manufacturer’s guidelines.

Process/Skill Questions

Thinking

- Why is it important to clean and sanitize equipment?
- What is a sanitizer?
- What is the purpose of a three-compartment sink?

Communication

- What are some health issues related to noncompliance with cleaning and sanitizing regulations?
- What components are important in a cleaning and sanitizing log?

Leadership
- Who is responsible for maintaining the cleaning and sanitizing log?
- Who is responsible for storage of cleaning and sanitizing solutions?

Management

- Why is a cleaning and sanitizing log a useful management tool?
- Where is the best location for the cleaning and sanitizing log?
- Who is responsible for verifying that the log is being maintained?

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 64

Store equipment used in production.
Definition

Storage should be done in accordance with the manufacturer’s guidelines.

Process/Skill Questions

Thinking

- Why is it important to lock and secure equipment?
- Why is it important to have proper storage for equipment?
- Why is it important for stored equipment to be clean and organized?

Communication

- What specifications are needed from the manufacturer?

Leadership

- Who is responsible for properly storing the equipment after using it?

Management

- Who is responsible for securing the facility's storage areas?
- What are some possible financial consequences to the facility of improper storage of equipment?

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.
Task Number 65

Maintain equipment used in production.

Definition

Maintenance should include

- identifying the maintenance tasks to be done by food service workers for each piece of equipment
- completing the identified tasks in accordance with the manufacturer’s guidelines.

Process/Skill Questions

Thinking

- Why is it important to have properly maintained equipment?
- What does a red tag on equipment signify?

Communication

- Why is it important to follow manufacturer's specifications?
- How should equipment problems be reported?

Leadership

- Who should report equipment problems?
- Why is pre-maintenance training important?

Management

- Who is responsible for maintaining equipment?
- Who is responsible for putting red tags on equipment?

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

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**Task Number 66**

**Identify sources of energy used for cooking.**

**Definition**

Identification should include the various attributes of electricity, gas, wood, and charcoal as sources of energy used for cooking.

**Process/Skill Questions**

**Thinking**

- What sources of energy are commonly used for cooking in a food service establishment?
- What are the differences among these sources of energy?
- How do the different sources of energy affect the cooking process?
Communication

- Why would a particular source of energy be selected for a certain application?

Leadership

- Why is proper storage of fuels critical?
- Why is it important to have training in using different sources of energy?
- How does the source of energy affect facility cleaning needs?

Management

- Who determines the sources of energy to be used in a food service establishment?
- Who is responsible for ensuring that sources of energy are used correctly?
- How does the source of energy affect variable costs?

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.

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation
Exploring Careers

Task Number 67

Identify sources of employment opportunities.

Definition

Identification should include

- Internet research and online job listings
- job and career fairs
- networking
- word of mouth
- career coaches and school counselors
- job shadowing
- newspaper classified ads.

Process/Skill Questions

Thinking

- What role does planning play in a successful career?
- Why are personal and professional goals needed?

Communication

- Why is networking vital to a successful career?
- What are the advantages of personal networking vs. social media networking?
- How can social media help a job search? How might it hinder a job search?
- Why are verbal and nonverbal forms of communication essential for successful job interviews?

Leadership

- How can positive self-representation skills increase career marketability?
- Why is it important to take a proactive approach when seeking employment?

Management

- How do organizational skills contribute to career success?
- Why is it important to research the skill requirements, qualifications, salary, and training levels for specific occupations?

FCCLA National Programs
Task Number 68

Identify entry-level positions in the food service industry.

Definition

Identification should include

- baker
- school nutrition assistant
- prep cook
- cashier
- dishwasher
- utility worker
- busser
- host/hostess.
Process/Skill Questions

Thinking

- What are the benefits of working in an entry-level position?
- Why is entry-level labor important to the overall success of the food service industry?
- What are the benefits of being cross-trained in multiple areas while working in an entry-level position?

Communication

- How can active listening benefit the entry-level worker?
- How can an entry-level worker communicate a positive outlook?

Leadership

- Why is cooperation vital in performing entry-level tasks?
- Why is a waiter or waitress generally not regarded as an entry-level position?
- Why is dependability such an important trait for food service workers?

Management

- How can a manager encourage and engage entry-level workers?
- Who should train entry-level employees?
- What types of training do entry-level employees need?

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

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

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**Task Number 69**

**Identify career-progression options.**

**Definition**

Identification should include an outline of various food service career pathways (e.g., line cook, waitstaff, kitchen manager, maître d’, sous chef, executive chef, baker, pastry chef, dietitian, school nutrition director).

**Process/Skill Questions**

**Thinking**

- What are the benefits of working one's way up the career ladder?
- Why is a working knowledge and experience in various positions important to overall career success?

**Communication**

- How can verbal and nonverbal communication skills benefit the food service industry worker?
- What career resources are available to employees in the food service industry?

**Leadership**

- Why is it important to manage one's career?
- Why is cooperation vital to job performance?

**Management**

- How can managers encourage and engage employees?
- How can managers mentor employees?
- How can managers foster self-motivation in employees?

**National Standards for Family and Consumer Sciences Education**

8.1

Analyze career paths within the food production and food services industries.
Task Number 70

Identify postsecondary education opportunities.

Definition

Identification should include options such as

- community colleges
- colleges and universities
- apprenticeship programs
- on-the-job training opportunities
- the military
opportunities provided by professional organizations (e.g., American Culinary Federation, International Flight Services Association, School Nutrition Association, and National Restaurant Association).

Process/Skill Questions

Thinking

• How does postsecondary education contribute to career success?
• What are the benefits of an advanced degree, training, or certification?

Communication

• How does networking play a role in finding postsecondary opportunities?
• How can one evaluate a postsecondary education option?

Leadership

• What qualifications and abilities are needed for postsecondary success?
• How can one demonstrate initiative when pursuing advanced study opportunities?

Management

• What background knowledge is needed to succeed in postsecondary studies?
• What are the long-term benefits of postsecondary education?

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
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
Task Number 71

Create a career portfolio.

Definition

Creation should include the following components:

- Career plan and goals
- Résumé that lists job skills, experience, education, certifications, professional organization involvement, community service, awards and recognition, and references
- Documentation of work samples (e.g., photographs, descriptions)
- Completed job application form, if applicable.

Process/Skill Questions

Thinking

- What is a career portfolio?
- How are portfolios used in the workplace?

Communication

- Why is it important to keep a portfolio up-to-date?
- Why is a portfolio never complete?

Leadership

- How does a portfolio further a person's career?
- What technology is available to create and maintain an electronic portfolio?
Management

- What skills are required to develop a professional portfolio?
- What professional resources are available to help with developing a portfolio?

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
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.

Job Interview

Leadership

Professional Presentation

Task Number 72

Complete an admission application for a postsecondary institution.

Definition

Completion should include

- obtaining the application
• completing the required information with 100 percent accuracy
• providing supporting documentation
• submitting the application by the deadline.

Process/Skill Questions

Thinking

• What supporting documentation is needed for an application package?
• Why is thoroughness important when completing an application?

Communication

• What role does writing play in a successful job application?
• Why is it critical to comply with application instructions?

Leadership

• What personal marketing strategies are needed when completing an application?
• What strategies can be used to gather references and other supporting documentation?

Management

• What skills and abilities should be conveyed on a postsecondary application?
• What resources are available to aid completion of the application?

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

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.

Job Interview

Leadership

National Programs in Action

Professional Presentation

SPECIALIZATION OPTION 1: Applying Baking and Pastry-Preparation Techniques

Task Number 73

Demonstrate mise en place for baking and pastry.

Definition

Demonstration should include

- organizing a workstation
- maintaining a clean work area
- adhering to safety and sanitation regulations
- following a production schedule
- using weighing and measuring techniques.

Process/Skill Questions

Thinking

- Why is accurate measurement crucial in baking and pastry production?
- What is the difference between a recipe and a formula?

Communication

- How can the importance of mise en place be communicated to employees?
- Why is it important to read an entire recipe before starting to create a product?
Leadership

- Why is it important to implement production schedules?
- Why is cleanliness important during baking and pastry production?
- How does workstation organization affect productivity?

Management

- Who is responsible for establishing and monitoring the production schedule?
- How does the production schedule affect labor cost and customer satisfaction?

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 74

Describe the relationship between ingredients and quality of results.

Definition
Description should include the reasons why selecting the proper, fresh ingredients, as identified in the recipe, and using the recommended cooking method are both crucial for obtaining the desired outcome.

**Process/Skill Questions**

**Thinking**
- Why are proper ingredients essential for a high-quality result?

**Communication**
- How can employees better understand the relationship between ingredient quality and final product quality?
- How can employees be encouraged to properly care for ingredients?

**Leadership**
- Who is responsible for choosing the ingredients to be used?
- What factors influence ingredient choice?

**Management**
- How does ingredient choice determine overall quality?
- What should be done with an inferior product?
- How can inferior product be utilized to reduce cost and 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)**
Task Number 75

Identify baking and pastry ingredients and their functions.

Definition

Identification should include

- flour and starch types
- fats, oils, and shortenings
- leavening agents
- types of sugar and other sweeteners
- egg products
- types of chocolate
- types of nut and nut products.

Process/Skill Questions

Thinking

- Why does the type of flour matter when preparing a formula or recipe?
- Why is it important to use the correct fat, oil, or shortening product?

Leadership

- Why is the proper labeling of baking products important?

Management

- Who determines what ingredients should be purchased?
- What is the best way to train employees on the use of specific ingredients?
Task Number 76

Identify baking and pastry-preparation errors.

Definition

Identification should include

- failing to account for geographical location (e.g., high altitude, sea level)
- using incorrect cooking time and/or temperature (e.g., over/under baking, over/under proofing)
- measuring incorrectly (e.g., confusing dry vs. liquid measures or weight vs. volume measures)
- using stale ingredients
- assessing the characteristics of the finished product incorrectly.

Process/Skill Questions

Thinking
• What baking and pastry-preparation errors are commonly made?
• How can geographical location affect the outcome of the finished product? How does elevation above sea level affect baked goods?
• How can cooking time and temperature affect the outcome of the finished product?
• Why might use of stale ingredients cause failure of a baked product?
• What factors might cause a cake or bread not to rise?
• How does the freshness of the leavener affect the final product?

Communication

• How can the importance of accuracy when preparing baked products be communicated?
• How can the freshness of ingredients be ensured?

Leadership

• How can one learn the crucial steps to take to avoid errors?
• How can one determine whether an ingredient is stale or not?

Management

• What should be done with an inferior product?
• How can common baking and pastry preparation errors be avoided? What are the financial consequences of such errors?

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
Culinary Math Management
Professional Presentation

Task Number 77

Prepare a variety of yeast-leavened doughs.

Definition

Preparation should include using

- lean and/or enriched dough
- various yeasts and starters (e.g., sourdough, biga)
- artisan and/or traditional methods.

Process/Skill Questions

Thinking

- What role does temperature play in yeast dough production?
- How does fermentation affect the texture of the dough?
- What is the difference between proofing and fermentation?

Communication

- What is the importance of following the bakery formulas for yeast-leavened products?
- How can the importance of proper mise en place be communicated to employees?
- How can proper procedures and techniques for yeasted products be communicated to employees?

Leadership

- Who determines which yeast-leavened products to make?
- How does production of a yeast bread affect workflow?
- How does production of sourdough affect workflow?

Management

- Who is responsible for purchasing yeasts and starters?
- Why is proper storage and usage important for yeast-leavened products?
- What factors should be considered when deciding what type of yeast dough to produce?

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
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 78

Prepare a variety of baked goods, using laminated products.

Definition
Preparation should include making and using laminated dough to create croissants, Danish, and puff pastries.

Process/Skill Questions

Thinking

• What are laminated products?
• What types of laminated dough may be purchased?

Communication

• What resources can be used to identify laminated products?
• How can technology help one decide the best procedure to ensure the desired end product?
• How can proper procedures and techniques for laminated products be communicated to employees?
Leadership

- Who determines what laminated products to use?
- How can the importance of organization and proper handling be emphasized to employees?

Management

- Who determines the cost effectiveness of making or purchasing laminated dough?
- What factors should be considered in the decision to make or purchase laminated dough?

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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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 79

Prepare a variety of quick breads.

Definition

Preparation should include chemical-leavened products.
Process/Skill Questions

- What leavening agents are used in quick breads?
- What mixing methods are used in the production of quick breads?

Communication

- How can proper procedures and techniques for chemical-leavened products be communicated to employees?
- Why is it important to troubleshoot while preparing a variety of quick breads?

Leadership

- What steps are needed to produce various quick breads?

Management

- Who determines what type of quick breads are prepared?

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
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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 80

Produce a variety of cakes, using different mixing methods.

Definition

Production should include

- making pound, sponge/foam, angel, and high-ratio cakes
- using various mixing techniques, including creaming, whipping, and blending.

Process/Skill Questions

Thinking

- What are some techniques to use when combining ingredients?
- What are the differences between types of cakes?
- What factors might cause a cake not to rise?
- What effect does pan color have on a baked item?

Communication

- What determines the types of cakes produced?

Leadership

- Who determines when cakes are going to be prepared in advance?

Management

- Who determines the types of cakes to be produced?
- How do proper cooling and storage affect labor and food cost?

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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Career Connection: My Path
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Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts

Professional Presentation

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Task Number 81

Prepare a variety of fillings and icings.

Definition

Preparation should include butter creams, ganaches, and glazes.

Process/Skill Questions

Thinking

- What is the difference between a pourable and a spreadable icing?

Communication

- Why is following the recipe important to the finished product?
- What can happen if a preparation step is not communicated to assistants?

Leadership

- Who determines when and how the frosting/icing should be used?

Management

- What determines the production and use of frostings/icings?

National Standards for Family and Consumer Sciences Education

8.5.10

Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
Task Number 82

Finish cakes and pastries, using a variety of fillings and icings.

Definition

Finishing should include

- filling and icing American-style and European-style round and sheet cakes
- employing various icing, glazes, simple syrup, and ganaches to enrobe cakes and French pastries.

Process/Skill Questions

Thinking

- What are techniques for finishing cakes?
- What are some differences between American and European styles?

Communication

- How does one determine which technique will be used?
- What does finish style communicate about the dessert?
Leadership

- What procedures are used in the finishing of cakes and pastries?

Management

- Who decides which procedures and what products are to be 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

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 83

Decorate cakes for special occasions.

Definition

Decoration should include

- making American-style special occasion cakes (e.g., birthday, anniversary)
- using multitier cake construction (e.g., stacking, tiered)
• using a pastry bag and tip according to standard procedures
• costing a special occasion cake to determine sales price.

Process/Skill Questions

Thinking

• What are some examples of special occasion cakes?

Communication

• How are special occasion cakes designed?

Leadership

• Who determines what technique is to be used for the design on the cake?

Management

• Who decides what to charge for special occasion cakes?
• What factors should be considered when deciding a price for special occasion cakes?

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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Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts

Professional Presentation
Task Number 84

Prepare a variety of pies and tarts, using various scratch-made crusts.

Definition

Preparation should include

- making crumb, flaky, and mealy crusts
- producing different types of pies (e.g., fruit, cream, custard, specialty).

Process/Skill Questions

Thinking

- What is the difference between a pie and a tart?
- What are the differences between the methods used to make each crust?

Communication

- How can the type of crusts and/or fillings be determined?

Leadership

- What training is required to make pies and tarts?

Management

- Who determines the type of pies and tarts to be made?

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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Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts

Professional Presentation

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**Task Number 85**

**Prepare advanced mousses, creams, and custards.**

**Definition**

Preparation should include

- mousse (e.g., chocolate, fruit)
- crème Chantilly
- pastry crème production and various custards
- crème caramel (flan)
- crème brûlée
- Bavarian crème components (e.g., crème anglaise, gelatin, Chantilly).

**Process/Skill Questions**

**Thinking**

- Why are these products particularly vulnerable to food-borne bacteria?
- What are the similarities and differences among creams, custards, and puddings?
- What are some examples of dessert mousses?
- How are mousses and cream-based desserts served?

**Communication**

- What procedures must be followed to ensure quality production of cream-based desserts?
- How could proper tempering and folding techniques be communicated to employees?

**Leadership**

- What strategies may be used in producing and serving quality cream-based desserts?
Management

- Who determines the quality of the finished product?

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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Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts

Professional Presentation

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Task Number 86

Prepare advanced dessert sauces.

Definition

Preparation should include

- cooked sauces
- crème anglaise (i.e., egg-thickened)
- various chocolate sauces
- fruit starches (i.e., starch-thickened)
- reductions
- uncooked sauces
• fruit purees (i.e., coulis).

**Process/Skill Questions**

**Thinking**

• What are some examples of advanced dessert sauces?
• What are the benefits of offering advanced sauces?

**Communication**

• What is sauce painting?
• How can sauce placement be communicated to employees?
• How can dessert sauces be used in conjunction with other dessert preparations?

**Leadership**

• What are some convenience items available for the production of dessert sauces?
• What are the trade-offs between made-from-scratch and convenience items?
• What steps are involved in the production of various dessert sauces?

**Management**

• What factors should be considered when choosing a dessert sauce for a particular dish?
• What could happen if the inappropriate sauce is used on a dessert?

**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

Power of One: A Better You

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](https://www.fccla.org).
Task Number 87

Prepare frozen desserts.

Definition

Preparation may include

- American and French ice cream
- sorbet, sherbet, and granita
- Soufflé Glacé (i.e., frozen mousse)
- gelato.

Process/Skill Questions

Thinking

- What are the differences between American and French ice creams?
- What are the differences between sorbet and sherbet?
- How is granita prepared?
- How does a gelato differ from ice cream?

Communication

- What resources are available to determine the different uses of frozen desserts?

Leadership

- Why is training crucial to the success of preparing a frozen dessert?
- How does the availability of equipment affect the preparation of frozen desserts?

Management

- Who determines which frozen desserts to prepare?

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
Task Number 88

Prepare pâte à choux desserts.

Definition

Preparation should include

- a variety of pâte à choux (e.g., éclair, cream puff, profiterole, swans)
- filling, icing, glaze, and garnish for each.

Process/Skill Questions

Thinking

- What is the definition of pâte à choux?
- What are some examples of pâte à choux desserts?

Communication

- What resources are available for researching preparation of pâte à choux desserts?

Leadership

- Why is following the formula/recipe important in preparing pâte à choux desserts?
Management

- How can pâte à choux desserts be used in both bakery and restaurant settings?

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
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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 89

Demonstrate dessert presentation and plating.

Definition

Demonstration should include á la carte and banquet techniques for various

- main items
- sauces
- crunch elements
- garnishes
- platter layouts and presentations
- in-store or bakery presentations.
Process/Skill Questions

Thinking

- What are some elements of plated desserts?
- How do dessert plating and presentation techniques differ between à la carte and banquet styles?

Communication

- How can presentation techniques be communicated to kitchen employees?
- How can dessert presentations be communicated to the customer?
- What techniques can be used for ensuring consistent quality and presentation of plated desserts?

Leadership

- What resources are available to learn new food-presentation techniques?
- How can technology be used to learn about presentation techniques?
- What training is required for effective plating and presentation?

Management

- How can full-use be integrated into dessert design?
- Who determines how the product is plated and presented?

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

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts
# SOL Correlation by Task

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<th>History and Social Science:</th>
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<td>Analyze the meaning of work and the meaning of family.</td>
<td>12.5</td>
<td>GOVT.1</td>
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<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>12.5</td>
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<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>12.5</td>
<td>GOVT.1</td>
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<td>42</td>
<td>Maintain a safety data sheet (SDS) book for a facility.</td>
<td>12.5, 12.8</td>
<td>VUS.14</td>
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<td>Science: CH.1</td>
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<tr>
<td>43</td>
<td>Develop a schedule for safety.</td>
<td>12.5, 12.8</td>
<td>VUS.8, VUS.14, WHII.8</td>
</tr>
<tr>
<td>44</td>
<td>Implement the hazard analysis and critical control points (HACCP) system during all food-handling processes.</td>
<td>12.5, 12.8</td>
<td></td>
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<td>45</td>
<td>Create a sanitation inspection checklist.</td>
<td>12.5, 12.6</td>
<td>GOVT.15</td>
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<td>46</td>
<td>Monitor cleaning and sanitizing procedures.</td>
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<td>VUS.8, WHII.8</td>
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<tr>
<td>47</td>
<td>Develop a schedule for sanitation.</td>
<td>12.8</td>
<td>VUS.8, VUS.14, WHII.8</td>
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<tr>
<td>48</td>
<td>Describe procedures for protecting consumers who have common food allergies.</td>
<td>12.5</td>
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<tr>
<td>49</td>
<td>Adapt recipes for special dietary needs.</td>
<td>12.5</td>
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</tr>
<tr>
<td>No.</td>
<td>Task Description</td>
<td>Course Codes</td>
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<tr>
<td>50</td>
<td>Produce food products to meet customers' specific dietary requirements.</td>
<td>History and Social Science: GOVT.15</td>
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<tr>
<td>51</td>
<td>Demonstrate cooking and holding techniques that ensure maximum retention of nutrients and quality.</td>
<td>English: 12.5</td>
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<td></td>
<td></td>
<td>History and Social Science: GOVT.15</td>
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<tr>
<td>52</td>
<td>Create a menu for a food service establishment.</td>
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<tr>
<td>53</td>
<td>Develop a purchase order based on a menu.</td>
<td>English: 12.6, 12.7, 12.8</td>
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<tr>
<td>54</td>
<td>Develop a production schedule based on a menu.</td>
<td>English: 12.6</td>
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<tr>
<td>55</td>
<td>Calculate food cost.</td>
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<tr>
<td>56</td>
<td>Determine food costs and recipe yields.</td>
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<td>57</td>
<td>Explain the components of a profit-and-loss statement.</td>
<td>English: 12.5</td>
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<td>History and Social Science: GOVT.15</td>
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<td>58</td>
<td>Estimate the cost of labor, based on production.</td>
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<td>History and Social Science: GOVT.15</td>
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<tr>
<td>59</td>
<td>Identify the regulations governing the issuance of a standard business license.</td>
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<td></td>
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<td>History and Social Science: GOVT.15</td>
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<tr>
<td>60</td>
<td>Summarize the insurance requirements for a food service business.</td>
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<td>History and Social Science: GOVT.15</td>
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<tr>
<td>61</td>
<td>Maintain financial records for a business.</td>
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<td>Select equipment for various food service operations.</td>
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<td>Clean equipment used in production.</td>
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<td>Store equipment used in production.</td>
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<tr>
<td>65</td>
<td>Maintain equipment used in production.</td>
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<tr>
<td>66</td>
<td>Identify sources of energy used for cooking.</td>
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<tr>
<td>67</td>
<td>Identify sources of employment opportunities.</td>
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<tr>
<td>68</td>
<td>Identify entry-level positions in the food service industry.</td>
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<tr>
<td>69</td>
<td>Identify career-progression options.</td>
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<tr>
<td>70</td>
<td>Identify postsecondary education opportunities.</td>
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<td>71</td>
<td>Create a career portfolio.</td>
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<tr>
<td>72</td>
<td>Complete an admission application for a postsecondary institution.</td>
<td>English: 12.5, 12.6</td>
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<td>73</td>
<td>Demonstrate mise en place for baking and pastry.</td>
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<tr>
<td>74</td>
<td>Describe the relationship between ingredients and quality of results.</td>
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<tr>
<td>75</td>
<td>Identify baking and pastry ingredients and their functions.</td>
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<td>Identify baking and pastry-preparation errors.</td>
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<td>Prepare a variety of yeast-leavened doughs.</td>
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<td>Demonstrate dessert presentation and plating.</td>
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**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 Resource**

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

**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
- Certified Fundamentals Cook (ACF/NOCTI)
- Culinary Arts Examination
- Certified Fundamentals Pastry Cook (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 Food Protection 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.

- Culinary Arts I (8275/36 weeks, 280 hours)
- Culinary Arts II (8276/36 weeks, 280 hours)

Career Cluster: Hospitality and Tourism

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