Catering/Banquet Specialization

8272 36 weeks

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Acknowledgments

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

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Craig Scheuerman, T.C. Williams High School, Alexandria City Public Schools
Cynthia Stowers, South Lakes High School, Fairfax County Public Schools

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>
<th>8279</th>
<th>Tasks/Competencies</th>
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<tr>
<td>+</td>
<td>Analyze the meaning of work and the meaning of family.</td>
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<td>Adapt recipes for special dietary needs.</td>
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<td>Demonstrate cooking and holding techniques that ensure maximum retention of nutrients and quality.</td>
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<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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<tr>
<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>Produce 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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<tr>
<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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<td>Prepare advanced dessert sauces.</td>
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<td>Prepare frozen desserts.</td>
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<td>Prepare pâte à choux desserts.</td>
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<td>Demonstrate dessert presentation and plating.</td>
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<td>Demonstrate planning and setup for catering events.</td>
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<td>Demonstrate mise en place for catering.</td>
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<td>Produce classical cuts.</td>
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<td>Produce bulk quantities of products for a catering display.</td>
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<td>Demonstrate garde manger techniques.</td>
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<td>Produce boxed lunches.</td>
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<td>Prepare large quantities of food.</td>
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<td>Prepare breads and bakery items in large quantities.</td>
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<td>Prepare dessert products in large quantities.</td>
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<td>Demonstrate mise en place for the restaurant kitchen.</td>
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<td>Demonstrate table settings and service.</td>
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<td>Describe the functions of dining service.</td>
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<td>Explain training procedures for dining room staff.</td>
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<td>Describe point-of-sale procedures.</td>
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<td>Prepare menu items.</td>
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<td>Produce bulk quantities of products for a catering display.</td>
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<tr>
<td>Prepare à la carte meals.</td>
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<td>Prepare the classical sauces.</td>
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</table>
Demonstrate mise en place for large-quantity food preparation.

Identify factors that influence the use of convenience foods.

Produce classical cuts.

Produce bulk quantities of products for a catering display.

Prepare large quantities of fruits, vegetables, starches, and other foods.

Use standardized recipes for preparing large quantities of food.

Prepare the classical sauces.

Prepare breads and bakery items in large quantities.

Prepare dessert products in large quantities.

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 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
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
Implementing Kitchen Sanitation

Task Number 44

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

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

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 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
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

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
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.
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
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**

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**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
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
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
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
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
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 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
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
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
Maintaining Food Service Equipment

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
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 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)
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
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

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
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

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 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
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.

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
Leadership
Professional Presentation
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
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
Applying Catering/Banquet Food-Preparation Techniques

Task Number 73

Demonstrate planning and setup for catering events.

Definition

Demonstration should include determining the number of guests and setting up

- a production schedule that allows sufficient time for all tasks to be completed within the given time frame
• service type (e.g., buffet, seated)
• table setting (e.g., plates, silverware, glassware, linen)
• floor layout (e.g., number of tables and/or risers needed and their arrangement)
• chafing dishes
• placement of food items for optimal flow and eye appeal
• centerpieces (e.g., floral arrangements, ice carvings).

Process/Skill Questions

Thinking

• How are equipment needs determined?
• What factors lead to a successful catering event?

Communication

• What role does communication play in catering?
• What types of communication are needed between service and kitchen staffs?

Leadership

• Why are problem-solving skills important when catering an event?
• How do staff cooperation and teamwork lead to a successful event?

Management

• How does management determine staffing and equipment needs for a catering event?
• What organizational skills are essential for catering events?

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

Event Management

Hospitality, Tourism, and Recreation

National Programs in Action

Professional Presentation

Task Number 74

Demonstrate mise en place for catering.

Definition

Demonstration should include

- organizing a workstation
- maintaining a clean work area
- adhering to safety and sanitation regulations
- developing an equipment packing list
- developing a product packing list
- adhering to the production schedule and deadlines
- cleaning and breaking down the workstation
- making entries in the temperature log.

Process/Skill Questions

Thinking

- What is the purpose of mise en place?
- Why is workstation planning important?

Communication

- Why are effective communication skills needed for all front-of-the-house and back-of-the-house staff?
- What skills are needed to ensure effective communication flow up and down the management chain?
Leadership

- Why is teamwork necessary for mise en place?
- How is leadership important to the overall success of the team?

Management

- What is the manager’s role in mise en place?
- How can a manager aid problem solving and workflow?
- How can a manager improve overall 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.

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

National Programs in Action
Task Number 75

Produce classical cuts.

Definition

Production should include use of the appropriate knife (e.g., chef, paring, tourné, boning, slicer) for

- julienne
- batonnet
- brunoise
- large, medium, and small dice
- tournée
- chiffonade
- concasse.

Process/Skill Questions

Thinking

- Why are consistent knife cuts needed when cooking?
- How does one determine the appropriate knife for a task?

Communication

- What role does the chef play in ensuring that the proper cut is used in accordance with a standardized recipe?
- How does one identify proper cuts?
- How do active listening skills ensure accuracy in preparation?

Leadership

- Why is consistency in knife cuts among production staff vital to a standardized recipe?
- What safety procedures are critical when using knives?

Management

- How do proper knife skills aid time management and food consistency?
- How does the recipe determine the type of knife cut to be used?

National Standards for Family and Consumer Sciences Education

8.5.1
Demonstrate professional skills in safe handling of knives, tools, and equipment.
Task Number 76

Produce bulk quantities of products for a catering display.

Definition

Production should include cutting poultry, meat, fish, and shellfish products down to serving size or portion size for optimal display. Production should also include preparing canapés and appetizers.

Process/Skill Questions

Thinking

- What are the advantages of buying bulk products?
- What knife and equipment skills are needed to fabricate bulk products?

Communication

- How does a prep list aid staff communication?
- Why is communication with vendors essential to bulk production?

Leadership
• How do time-management demands affect the fabrication of bulk products?
• How does one locate sources for bulk products?

Management

• Why is staff instruction about things such as waste prevention, final appearance, and presentation necessary?
• How does management evaluate the savings when purchasing fabricated bulk products vs. preportioned products?

National Standards for Family and Consumer Sciences Education

8.5.10
Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

8.5.12
Demonstrate professional plating, garnishing, and food presentation 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

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Task Number 77

Demonstrate garde manger techniques.

Definition
Demonstration should include

- creative, advanced arrangement of various food products, using appropriate garnishes (e.g., edible flowers, fruit, vegetables, cheese carvings)
- cooked food displayed cold (e.g., forcemeats, pâtés, terrines)
- preparation of displays of fruit and cheese, crudités, antipasto, salads and salad dressings, and desserts.

Process/Skill Questions

Thinking

- What specialty tools are needed for garde manger tasks?
- What distinguishes garde manger from other forms of preparation?

Communication

- Why is it important to read and comprehend the customer contract?
- Why is communication needed between the chef garde manger and the rest of the staff?

Leadership

- What are some examples of unique duties performed by the chef garde manger?
- Who designates garde manger tasks?

Management

- What is the production flow for garde manger service?
- How can garde manger contribute to the overall dining experience?
- Why are quality food and equipment essential to the operation of the garde manger?

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
Task Number 78

Produce boxed lunches.

Definition

Production should

- follow accepted standards regarding the types and quality of ingredients, sanitation practices, temperature control, packaging, and presentation
- retain freshness and flavor throughout the delivery process.

Process/Skill Questions

Thinking

- What is the purpose of boxed lunches?
- What is the planning process for boxed lunches?

Communication

- How does one determine the logistical steps to meet customer requirements?
- Why is customer communication essential?

Leadership

- What skills are needed to prepare a boxed lunch?
- Who sets the schedule for preparing boxed lunch components?

Management

- What methods should be used for assembling boxed lunches?
- How can boxed lunches be marketed?

National Standards for Family and Consumer Sciences Education
8.5.10
Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

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

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 large quantities of food.

Definition

Preparation should include

- converting standard recipes to produce large quantities
- using various cooking methods (e.g., dry, moist, combination) and holding methods
- maintaining holding temperatures.

Process/Skill Questions

Thinking

- What are yield conversion rates?
- How does the quantity of food being prepared affect cooking-method decisions?
• What effect does a serving location have on food-preparation steps?

Communication

• What preparation steps need to be communicated when preparing large quantities of food?
• How can active listening skills benefit staff working to prepare large quantities of food?

Leadership

• What is the role of time management in quantity food preparation?
• What is the role of teamwork in quantity food preparation?

Management

• Why is staff instruction in waste prevention, final appearance, and presentation necessary?
• What equipment needs may arise when preparing large quantities of food?
• What management qualities are essential when directing the preparation of large quantities of food?

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.

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.

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 80

Prepare the classical sauces.

Definition

Preparation should include following the procedures for making and using the classical sauces (béchamel, espagnole or brown, hollandaise, tomato, and velouté) for quantity production.

Process/Skill Questions

Thinking

- How does one choose the appropriate cooking process for the selected sauce?
- Why are sauces important to the menu?

Communication

- Why is proper explanation of sauces and their preparation important to customer service?
- Why should instructions be given to staff charged with sauce preparation?

Leadership

- What corrective measures can be taken if a sauce begins to break down during preparation?
- What instruction is necessary for plating classical sauces?

Management

- What components should be considered in sauce preparation?
- How do time-management skills, education, and experience benefit sauce-preparation techniques?

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

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Task Number 81

Prepare breads and bakery items in large quantities.

Definition

Preparation should include methods of quantity production for different yeast and quick breads.

Process/Skill Questions

Thinking

- How does one choose the appropriate baking materials and equipment for the selected baked goods?
- What do bread and baked goods add to the dining experience?
- What effect does location have on the choice of which breads and baked goods to prepare for an event?

Communication

- Why is an explanation of available bread and bakery items important to customer service?
- Why is following a standardized recipe critical when preparing breads and baked goods?

Leadership

- Why is it important to analyze baking mistakes?
- How do time-management skills affect production of baked goods?

Management
- What components should be considered in baking preparation?
- How do education and experience benefit baking techniques and procedures?

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 82

Prepare dessert products in large quantities.

Definition

Preparation should include methods of quantity production for different desserts and pastries.

Process/Skill Questions

Thinking

- What is the effect of weather and location on dessert planning?
- How does one choose desserts to match clientele?
- How does preparation and plating increase the appeal of desserts?
Communication

- Why is a well-articulated description of available desserts important to customer service?
- Why is following a standardized recipe critical when preparing desserts?

Leadership

- Why is ingredient identification key to dessert preparation?
- How do time-management skills affect production of desserts?

Management

- How does portioning affect the price of a dessert item?
- Why is an awareness of food allergies an important consideration when preparing and serving dessert items?

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

SOL Correlation by Task
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| 39 | Analyze the meaning of work and the meaning of family. | English: 12.5  
History and Social Science: GOVT.1 |
| 40 | Compare how families affect work life and how work life affects families. | English: 12.5  
History and Social Science: GOVT.1 |
| 41 | Identify management strategies for balancing work and family roles. | English: 12.5  
History and Social Science: GOVT.1 |
| 42 | Maintain a safety data sheet (SDS) book for a facility. | English: 12.5, 12.8  
History and Social Science: VUS.14  
Science: CH.1 |
| 43 | Develop a schedule for safety. | English: 12.5, 12.8  
History and Social Science: VUS.8, VUS.14, WHII.8 |
| 44 | Implement the hazard analysis and critical control points (HACCP) system during all food-handling processes. | English: 12.5, 12.8  
History and Social Science: VUS.8, VUS.14, WHII.8 |
| 45 | Create a sanitation inspection checklist. | English: 12.5, 12.6  
History and Social Science: GOVT.15 |
| 46 | Monitor cleaning and sanitizing procedures. | History and Social Science: VUS.8, WHII.8 |
| 47 | Develop a schedule for sanitation. | English: 12.8  
History and Social Science: VUS.8, VUS.14, WHII.8 |
| 48 | Describe procedures for protecting consumers who have common food allergies. | English: 12.5  
History and Social Science: GOVT.15 |
| 49 | Adapt recipes for special dietary needs. | English: 12.5  
History and Social Science: GOVT.15 |
| 50 | Produce food products to meet customers' specific dietary requirements. | History and Social Science: GOVT.15 |
| 51 | Demonstrate cooking and holding techniques that ensure maximum retention of nutrients and quality. | English: 12.5  
History and Social Science: GOVT.15 |
<p>| 52 | Create a menu for a food service establishment. |   |</p>
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Develop a purchase order based on a menu.</td>
<td>English: 12.6, 12.7, 12.8</td>
</tr>
<tr>
<td>54</td>
<td>Develop a production schedule based on a menu.</td>
<td>English: 12.6</td>
</tr>
<tr>
<td>55</td>
<td>Calculate food cost.</td>
<td>History and Social Science:</td>
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<tr>
<td></td>
<td></td>
<td>GOVT.15</td>
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<tr>
<td>56</td>
<td>Determine food costs and recipe yields.</td>
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<tr>
<td>57</td>
<td>Explain the components of a profit-and-loss statement.</td>
<td>English: 12.5</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science:</td>
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<tr>
<td></td>
<td></td>
<td>GOVT.15</td>
</tr>
<tr>
<td>58</td>
<td>Estimate the cost of labor, based on production.</td>
<td>English: 12.5</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science:</td>
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<tr>
<td></td>
<td></td>
<td>GOVT.15</td>
</tr>
<tr>
<td>59</td>
<td>Identify the regulations governing the issuance of a standard business license.</td>
<td>English: 12.5</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science:</td>
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<tr>
<td></td>
<td></td>
<td>GOVT.15</td>
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<tr>
<td>60</td>
<td>Summarize the insurance requirements for a food service business.</td>
<td>English: 12.5</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GOVT.15</td>
</tr>
<tr>
<td>61</td>
<td>Maintain financial records for a business.</td>
<td>History and Social Science:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GOVT.15</td>
</tr>
<tr>
<td>62</td>
<td>Select equipment for various food service operations.</td>
<td></td>
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<tr>
<td>63</td>
<td>Clean equipment used in production.</td>
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<td>64</td>
<td>Store equipment used in production.</td>
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<tr>
<td>65</td>
<td>Maintain equipment used in production.</td>
<td></td>
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<tr>
<td>66</td>
<td>Identify sources of energy used for cooking.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>67</td>
<td>Identify sources of employment opportunities.</td>
<td>English: 12.5, 12.8</td>
</tr>
<tr>
<td>68</td>
<td>Identify entry-level positions in the food service industry.</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Identify career-progression options.</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>70</td>
<td>Identify postsecondary education opportunities.</td>
<td>English: 12.5, 12.8</td>
</tr>
<tr>
<td>71</td>
<td>Create a career portfolio.</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>72</td>
<td>Complete an admission application for a postsecondary institution.</td>
<td>English: 12.5, 12.6</td>
</tr>
<tr>
<td>73</td>
<td>Demonstrate planning and setup for catering events.</td>
<td></td>
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<tr>
<td>74</td>
<td>Demonstrate mise en place for catering.</td>
<td>English: 12.6</td>
</tr>
<tr>
<td>75</td>
<td>Produce classical cuts.</td>
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<tr>
<td>76</td>
<td>Produce bulk quantities of products for a catering display.</td>
<td>English: 12.6</td>
</tr>
<tr>
<td>77</td>
<td>Demonstrate garde manger techniques.</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Produce boxed lunches.</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Prepare large quantities of food.</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Prepare the classical sauces.</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Prepare breads and bakery items in large quantities.</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Prepare dessert products in large quantities.</td>
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</tbody>
</table>

**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/](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](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

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
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<tbody>
<tr>
<td>Restaurants and Food and Beverage Services</td>
<td>Cook</td>
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<tr>
<td></td>
<td>Executive Chef</td>
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<tr>
<td></td>
<td>Food Service Manager</td>
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<tr>
<td></td>
<td>Meeting and Convention Planner</td>
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